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# SCHOOL AND COMMUNITY LABORATORY EXPERIENCES IN TEACHER EDUCATION

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*By*

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COMMITTEE OF THE AMERICAN ASSOCIATION  
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AMERICAN ASSOCIATION OF TEACHERS COLLEGES

1948



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NOW THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION,  
11 ELM STREET, ONEONTA, NEW YORK

*Second Printing December 1948*  
*Third Printing February 1950*  
*Fourth Printing February 1952*  
*Fifth Printing September 1954*

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## INTRODUCTION

**I**N 1945 the Committee on Standards and Surveys of the American Association of Teachers Colleges appointed a subcommittee to make a study of student teaching in the professional education of teachers.<sup>1</sup> The standards governing student teaching had not been revised for a period of twenty-five years and it was the thought of the Standards Committee that a revision of this section was long overdue. Members of the subcommittee—John G. Flowers, chairman, Allen D. Patterson, and Florence B. Stratemeyer—were charged with the responsibility of making recommendations for the revision of Standard VI, "The Training School and Student Teaching." The Association for Student Teaching was invited to participate in the study and the Executive Committee in February, 1946, passed a resolution declaring interest and willingness to cooperate in any way possible. Dr. Patterson represented this group on the subcommittee and at all times shared the thinking and suggestions of members of the Association.

At the first meeting of the committee in October, 1945, two major decisions were made. First, in keeping with the policy of the American Association of Teachers Colleges to work toward qualitative standards, it was agreed to develop all phases of the study with reference to a basic set of principles or "guide lines"; to be concerned with the implementation of principles rather than specific techniques or patterns alone, recognizing that a variety of patterns (appropriate to different institutions) may be used in arriving at the same goals. Second, it was decided that, in addition to the recommendations regarding the standard, the committee would undertake the development of two types of related material. One is a brochure which would (1) set forth basic principles underlying a functional program of student teaching and (2) point to the implementation of the principles through reporting descriptive practices. This brochure would indicate ways in which different colleges are developing aspects of the student teaching program and the practices would be described to show the principles in action. The other material is a series of schedules which would in effect be an elaboration of the statement of the standard and would serve as an aid in the interpretation of the briefer form used in the standard. The schedules would be designed to be useful to member institutions and

<sup>1</sup> Now the Committee on Studies and Standards of the American Association of Colleges for Teacher Education.

to the committee concerned with accreditation.

With these commitments before the committee, the next step was the development of a rather extensive questionnaire. This was sent to all member institutions of the American Association of Teachers Colleges and to fifty liberal arts colleges having serious and promising programs of teacher education. Using a broad definition of student teaching, the questionnaire, within the framework of the principles set up, asked for data regarding current and anticipated practices, the latter referring to practices for which plans were under way. The committee was seeking guidance as to readiness for improving the standard and was intent upon locating the phases or aspects of the student teaching program to which that readiness applied.

The next important step was taken in June, 1946, at Chautauqua, New York, at the time of the meeting of the School for Executives. A volunteer group of about thirty-five or forty members met for several days to review critically the suggested principles of student teaching, to discuss reactions to the questionnaire, and to point up issues and problems in the area of student teaching.

Again, two important decisions were made. The first was the expression of a conviction that the time was at hand for applying to the program of professional education what is known about the way learning takes place. For some time, findings in the fields of psychology and human biology have pointed to *active* participation in *meaningful situations* as an essential to effective learning. For some time, educators have explained to the intending teacher that the interest in and benefits gained from a learning situation are increased by activity on the part of the learner. At the same time, professional practices have denied this principle since most teachers colleges limit direct experience to a course in student teaching which is undertaken after extended theoretical study.

The group gathered at Chautauqua not only pointed to the dichotomy between theory and practice but went on record in giving real recognition to the significance of direct experience in the program of professional education. They emphasized that such direct contacts with teaching-learning situations could not and should not be limited to the course in student teaching. Rather than a course, student teaching was conceived as a series of experiences extending over the period of professional work and designed to help the student to participate in and study the major activities of the teacher. The laboratory of teachers and children was conceived as a resource to be turned to by the

intending teacher in the same manner as the library is now used.

As a result of this very important conviction, two definitions were set up. *Professional laboratory experiences* were defined to include *all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.* The group believed that education courses and professionally-treated content courses should include such professional laboratory experiences. Within these experiences would also be those known as student teaching, which was defined as *the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.*<sup>2</sup> This concept—student teaching as the intensive continuous work with a given group of learners which is one aspect of the more diversified professional laboratory experiences extending throughout the professional program—guided the committee in its further work.<sup>3</sup>

The other important decision made at Chautauqua was to hold several conferences of representatives of colleges in a given geographic area, (1) to increase the number of persons participating in the study, (2) to help the committee become acquainted firsthand with the problems and concerns of those working in varied field situations, (3) to check on the accuracy of interpretation of the questionnaire, and (4) to locate and secure rather full reports on promising field practices. It was also at this time that the committee was fortunate in securing the services of Dr. Margaret Lindsey in carrying its work forward.

By the time colleges were opening in the fall of 1946, one hundred fifty-seven of the one hundred eighty-two member institutions and twenty-three of the fifty liberal arts colleges had returned the questionnaire and the data had been tabulated in Dr. Flowers' office. Dr. Lindsey and the committee then made a careful study of the tabulated data and of the individual questionnaires to discover trends both in current and in anticipated practice, and carried on follow-up correspondence with individual institutions.

During the school year, 1946-47, group conferences were held in a number of centers, including separate conferences with representatives of each institution and group discussions of issues of concern to the group as a whole. The schedule of conferences held was as follows:

<sup>2</sup> Usually a credit course known as *Student Teaching*.

<sup>3</sup> From this point in the study the committee conceived its function to include a study of and recommendations for professional laboratory experiences in the education of teachers.

December 2-3, 1946 at the State Teachers College, Terre Haute, Indiana

Dr. Lindsey and Dr. Stratemeyer with representatives from:

Bloomington, Indiana	Indiana University
Carbondale, Illinois	Southern Illinois Normal University
Charleston, Illinois	Eastern Illinois State Teachers College
Danville, Illinois	Canterbury College
DeKalb, Illinois	Northern Illinois State Teachers College
Evanston, Illinois	National College of Education
Goshen, Indiana	Goshen College
Greencastle, Indiana	DePauw University
Indianapolis, Indiana	Butler University
Lafayette, Indiana	Purdue University
Muncie, Indiana	Ball State Teachers College
Normal, Illinois	Illinois State Normal University
Notre Dame, Indiana	University of Notre Dame
Oakland City, Indiana	Oakland City College
St. Mary-of-the-Woods, Indiana	St. Mary-of-the-Woods College
Terre Haute, Indiana	Indiana State Teachers College
Valparaiso, Indiana	Valparaiso University

January 16-17, 1947, at Wilson Teachers College, Washington, D.C.

Dr. Lindsey, Dr. Patterson, and Dr. Stratemeyer with representatives from:

Harrisonburg, Virginia	Madison College
Indiana, Pennsylvania	State Teachers College
Lock Haven, Pennsylvania	State Teachers College
Towson, Maryland	State Teachers College
Washington, D.C.	Miner Teachers College
	Wilson Teachers College
West Chester, Pennsylvania	State Teachers College

April 21-22, 1947, at the University of Minnesota, Minneapolis, Minnesota

Dr. Flowers and Dr. Lindsey with representatives from:

Bemidji, Minnesota	State Teachers College
Cedar Falls, Iowa	State Teachers College
Eau Claire, Wisconsin	State Teachers College
Ellendale, North Dakota	State Normal and Industrial College
LaCrosse, Wisconsin	State Teachers College
Madison, South Dakota	Eastern State Normal School
Mayville, North Dakota	State Teachers College
Minneapolis, Minnesota	University of Minnesota
Minot, North Dakota	State Teachers College
River Falls, Wisconsin	State Teachers College
Saint Cloud, Minnesota	State Teachers College
Springfield, South Dakota	Southern State Normal School
Stevens Point, Wisconsin	State Teachers College
Valley City, North Dakota	State Teachers College
Wayne, Nebraska	State Teachers College
Winona, Minnesota	State Teachers College

Dr. Lindsey also made a series of visits to selected colleges to study promising practices in the implementation of principles and to identify problems faced and barriers met in the translation of principles into action. Visits followed this schedule:

<i>Institution</i>	<i>Date</i>
Michigan State Normal College Ypsilanti, Michigan	March 20-21, 1947
State Teachers College Montclair, New Jersey	April 14, 1947
University of Minnesota Minneapolis, Minnesota	April 23, 1947
University of Wisconsin Madison, Wisconsin	April 24-25, 1947
Illinois State Normal University Normal, Illinois	April 28-29, 1947
State Teachers College Oneonta, New York	May 7-8, 1947



State Teachers College Willimantic, Connecticut	May 23, 1947
Colorado State College of Education Greeley, Colorado	June 23-24, 1947
Arizona State College Tempe, Arizona	June 25-26, 1947
North Texas State Teachers College Denton, Texas	June 27-28, 1947

The committee regrets the impossibility of visiting and/or securing illustrative data from all member institutions. Because of limitations of time and financial resources it was necessary to make choices regarding which colleges should be visited and in what regions conferences should be held. Choices were based upon the following criteria: (1) that as wide a geographic spread as possible be included in the descriptive documents, (2) that a variety of types of institutions be included—liberal arts college, university, teachers college, (3) that some effort be made to include colleges not used in the studies of the Commission on Teacher Education. The committee is certain that only a very small proportion of the many promising practices in member institutions has been tapped in this report. There was no intent on the part of the committee to secure data on all desirable practices in all institutions. Rather, the purpose has been to describe how many institutions are implementing, in varying degrees, the principles governing professional laboratory experiences.

Upon the completion of the first draft of the present report by Dr. Lindsey, the committee met in New York City in early October, 1947, to give their criticisms and suggestions. In addition to reviewing the manuscript and making suggestions for revising it, the committee made plans to prepare a tentative statement of the standard to govern professional laboratory experiences and to submit it to selected consultants for critical review.<sup>4</sup> In selecting the consultant group the committee had the following criteria in mind: (1) that all persons guiding the pre-service education of teachers be represented (e.g., administrators, college teachers, laboratory teachers, guidance personnel, and those working both in general education and the professional sequence), (2) that various curricula in pre-service education be represented (e.g., elemen-

<sup>4</sup> As a common background for this work, each consultant was sent a copy of three chapters of the committee's report: the Introduction (purpose of and steps in the study), Chapter I, (basic principles) and Chapter IX (recommendations of the committee).

tary, secondary, special areas), (3) that there be a wide geographical distribution among institutions represented, (4) that a variety of types of institutions be represented. Consultants serving in this capacity were:

<i>Name</i>	<i>Position</i>	<i>Institution</i>
L. O. Andrews	Director of Teacher Education	Indiana University, Bloomington, Ind.
Kathryn Anthony	Director of Elementary Training Schools	Madison College, Harrisonburg, Va.
Neal Billings	Director of Teacher Education	State Teachers College, Milwaukee, Wis.
F. C. Borgeson	Professor of Education	New York University New York, N.Y.
John Carrington	Director of Teacher Education	Illinois Normal University, Normal, Ill.
Dwight Curtis	Director of Teacher Education	State Teachers College, Cedar Falls, Iowa
Helen Davis	Principal, Elementary Laboratory School	Colorado State College of Education, Greeley, Colo.
Esther Dunham	Assistant Professor of Education	Ohio University, Athens, Ohio
Benjamin Frazier	Senior Specialist in Teacher Training	United States Office of Education, Washington, D.C.
Edwin S. Fulcomer	Head, English Department	State Teachers College, Montclair, N.J.
Dorothy Gray	Supervisor of Student Teachers, Social Studies	Queens College, New York, N.Y.
Paul Grim	Director of Student Teaching	University of Minnesota, Minneapolis, Minn.

Walter E. Hager	President	Wilson Teachers College, Washington, D.C.
L. D. Haskew	Dean of School of Education	University of Texas, Austin, Tex.
Amanda Hebeler	Professor of Education	State Teachers College, Ellensburg, Wash.
Edna Heilbronn	Assistant Professor, Laboratory Schools	Central Michigan College of Education, Mt. Pleasant, Mich.
Harriet Howard	Supervisor of Student Teaching	National College of Education, Evanston, Ill.
Charles W. Hunt	President	State Teachers College, Oneonta, N.Y.
Camilla Low	Director of Laboratory Activities	University of Wisconsin, Madison, Wis.
Jane McAllister	Head, Department of Education	Miner Teachers College, Washington, D.C.
E. T. McSwain	Professor of Education	Northwestern University, Evanston, Ill.
Esther Martinson	Supervisor, Laboratory School	State Teachers College, Valley City, N.D.
J. C. Matthews	Dean of Education	North Texas, Denton, Tex.
Gordon Mork	Director of Laboratory School	State Teachers College, Bemidji, Minn.
Mary Reed	Assistant Director of Student Teaching	Indiana State Teachers College, Terre Haute, Ind.

Erwin Sasman	Curriculum Director	State Teachers College, Willimantic, Conn.
Raleigh Schorling	Professor of Education	University of Michigan, Ann Arbor, Mich.
Maycie Southall	Professor of Elementary Education	Peabody College, Nashville, Tenn.
F. W. Thomas	President	Fresno State College, Fresno, Calif.
Roscoe West	President	State Teachers College, Trenton, N.J.
Louise Willson	Supervisor, University School	University of Kentucky, Lexington, Ky.
Laura Zirbes	Professor of Education	Ohio State University Columbus, Ohio

In the light of the recommendations of the consultants the committee planned to revise the statement of the standard. It was further planned that the recommendations for the revision of Standard VI would then be submitted to the Committee on Standards and Surveys for presentation to the members of the Association for a period of study. During the study period, the staff of each institution would be asked to study the standard, consider what implementation would mean, and make suggestions to the committee. In terms of the critical reactions of the member institutions, the statement of the standard would again be revised and presented to the Committee on Standards and Surveys with the recommendation that it be approved and presented to the Association for final acceptance.

The committee hopes that participation in the study has already had educational value to member institutions through causing them to review their beliefs and practices with regard to professional laboratory experiences. Furthermore the committee hopes that the completed report will serve as a useful guide for curriculum development programs in all of America's teacher educating institutions in the years ahead. Much needs to be done if professional laboratory experiences are to make their needed and rightful contribution to a functional pro-

gram of pre-service teacher education. It is the responsibility of all of us to carry forward programs of continuous study and experimentation.

THE COMMITTEE

JOHN G. FLOWERS, *Chairman*

ALLEN D. PATTERSON

FLORENCE B. STRATEMEYER

## CHAPTER I

### ORIENTATION OF THE STUDY—SOME BASIC PRINCIPLES AND ISSUES

FROM the beginning the study of professional laboratory experiences, carried on in 1946-47 by the subcommittee of the Committee on Standards and Surveys of the American Association of Teachers Colleges, was based on certain conceptions regarding the nature and place of such experiences in a functional program of teacher education. In the introduction to this report members of the committee have related the way in which they formulated their premises and used them as the framework around which to construct the questionnaire employed in the study. Since these premises or principles have been so fundamental to each step of the study, they must be clearly stated and adequately interpreted at the outset of this report. The present chapter offers such an interpretation of basic principles and makes a brief statement regarding the questionnaire used for gathering one kind of data for the study.

#### PRINCIPLES GOVERNING THE DEVELOPMENT OF PROFESSIONAL LABORATORY EXPERIENCES

Persons in member institutions responding to the questionnaire were asked in the case of each principle to give their reactions to it in terms of *agree*, *disagree*, *agree with reservations*. In case of reservations or disagreement it was asked that the reason for the reaction be stated. The results of this request are shown in Table I. Figures should be compared with a total of 157 replying to the questionnaire.<sup>1</sup>

Few disagreements with the principles, as stated, were indicated. Reservations were of two sorts: those suggesting slightly different wording and those pointing out the difficulty of implementation—a point which is readily granted. For example, one reservation in relation to Principle II was stated as follows: "The implementation of

<sup>1</sup> Questionnaires were sent to fifty liberal arts colleges. While twenty-three replies were received from this group, they did not seem to represent fully programs of teacher education in such colleges. For this reason, data from liberal arts colleges are not used in presenting quantitative results in this report. However, illustrative material from liberal arts college programs is included at appropriate points throughout the report. The total of 157 replying to the questionnaire, therefore, does not include the twenty-three replies from liberal arts colleges.

TABLE 1. *Agreements and Reservations Regarding Principles for the Development of Professional Laboratory Experiences*

Principle	Agree	Disagree	Agree with Reservations
I	93	0	25
II	121	2	20
III	132	0	7
IV	131	0	14
V	127	1	18
VI	129	0	10
VII	133	1	3
VIII	138	0	3

this principle presents difficulties. In practice it will be only as effective as the program of guidance." It is safe to assume, then, that the principles interpreted on succeeding pages are generally acceptable to responsible reporters for member institutions of the American Association of Teachers Colleges.

Principle I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is three-fold: (1) an opportunity to implement theory—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

Basic to this principle is the assumption that firsthand experience is essential in teacher education. Studies in the fields of biology and psychology point to the fact that of the many possible learnings from an experience those which result depend upon the particular aspects of the situation which have meaning for the learner. The individual learns those things to which he responds and he responds to those things which have meaning for him. Motives such as the desire to succeed, to become an accepted member of the group, or to satisfy intellectual curiosity can undoubtedly be used as a basis for much learning by the college student. But students seeing no other need

for their learning may be contented with an accumulation of facts for their own sake or with the use of skills and understandings only in situations where instructors or those in authority demand them. All too common are the examples of the student who carefully plans for his teaching during the period of student teaching but does little or no planning when in service; of the student who does a good job in his student teaching activities but has great difficulty in his first position and reports that "the theory learned will not work in typical situations"; of the student who has a good college record but who, on the job, lacks the needed professional urge and zeal that make him a continuing student of education. What have these students really learned? They have learned in terms of the meaning which their educational experience had for them. Those who guide the educational experiences of the prospective teacher must study the meaning which experience can have for the given students in terms of their background and maturity. Where previous experience does not give adequate background for understanding and needed meaning, direct experience must be provided.

The foregoing, however, does not mean that direct experience offers all of the learning necessary for those preparing to teach. The insights gained through experience removed from direct contact with pupils—through study, lecture, and discussion in college classes, through work in the library, through participation in forums and other types of group experience—are recognized as being invaluable in the teacher education program. In fact, the quality of learning possible through professional laboratory experiences depends in part upon the way in which they are related to the background the student brings from other experience and the way in which they are generalized through various symbolic experiences. On the other hand, the values gained through symbolized experience are increased by direct contacts such as professional laboratory experiences afford.

Principle I sets forth three unique contributions of professional laboratory experiences to the education of teachers. First, it is believed that such experiences offer an opportunity to implement theory—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application. It is a well-known fact that many persons who demonstrate verbal understandings of theoretical concepts are unable to make direct application of those concepts. For this reason, students preparing to teach need continuous opportunity to check their understanding of concepts through putting



them into action. That is the meaning of "pragmatic" as used in this principle. The statement is based on generally accepted principles of learning: namely, that learning is an active process, that it proceeds more effectively if the learner is dealing with real problems in actual situations.

Programs for the professional education of teachers have been slow in implementing these principles of psychology underlying the learning process. Instructors engaged in carrying out various aspects of the planned program in teachers colleges have given verbal support to newer theories of learning, but in only a few instances have they actually operated in their own teaching in such a way as to illustrate the theory in action. The committee, along with many others in teacher education, believes it is time to demonstrate in action these accepted psychological principles.

In keeping with these same psychological principles, a second contribution of professional laboratory experiences is through raising questions and problems and helping the student to see his needs for further study. There is no substitute for direct experience as a means of helping the student see his own problems. It is only as he actually experiments with his ideas and beliefs that he can discover for himself wherein they are good and wherein lacking. As the student makes discoveries regarding the adequacy or inadequacy of his information and understanding he is also setting purposes which are real to him. With the guidance of persons working with him, he can then make plans for meeting his needs as he sees them. Without opportunities to recognize his own needs through direct experience the program may be one which is imposed and, as a consequence, the learning value is decreased immeasurably. Testing in the actual situation ideas gained in college classes and bringing needs from that situation back to college classes provide a basic and much needed change in college teaching. The situation shifts from one of attending classes where requirements are externals set up by the instructor to one in which students and teacher together share in the planning and development of classes where problems are real and study and discussions more than verbalization.

A third contribution of professional laboratory experiences is the opportunity they offer to study with the student his ability to function effectively when guiding actual teaching-learning situations. Every student, early in his professional education, has concepts clear or

vague as to how he will operate in a classroom, what techniques he will employ, how he will react to pupils and they to him. For many students, it is a relatively easy task to gain insight and understanding with regard to an isolated aspect of the teaching function through vicarious experience and study. But many of these students are tremendously confused when confronted with the complexity of the whole teaching-learning situation. It is only as the student of education begins to deal with real children and youth in school and other settings that he can test his ability to deal with the human factors in educational situations.

**Principle II.** The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

This principle rests upon the conviction that the status of the learner is the basis for planning what experiences he shall have, when he shall have them, and how they shall be developed. As in the case of Principle I, this conviction grows out of sound psychological theory. That each individual differs from every other individual has long been recognized. The practice of selecting and organizing experiences on the basis of these differences is common in good elementary and secondary school programs today. The principle of provision for individual differences is not so frequently implemented in planning college programs, and the professional education of teachers is no exception to this statement. As individuals mature to adulthood differences among them become greater by reason of the increasing number of varied experiences had along the way. Hence, it is equally, if not more, important that such differences be recognized in planning programs with college students.

This rather strong statement is not intended to negate the need for certain common and unifying experiences in the pre-service education of teachers. Some needs are so general that they can be met well and more economically through certain uniform requirements. However, only in a program that is sufficiently flexible to care for differences can the students benefit desirably from common experiences.

Functional intelligence, mental and physical health, social development, and emotional maturity are important factors to be considered in determining the status of individuals. Previous experiences, rate of

learning, and growth patterns are other points of difference to be recognized when planning professional laboratory experiences for students.

In one of the colleges visited an instructor early in the freshman year asked students in *Introduction to Education* to list the kinds of experiences they had had which they thought helped them to decide to become teachers of children or which they thought contributed to their fitness for the teaching profession. Resulting lists contained from three to thirty-two different kinds of experiences and included such items as: had two baby sisters and spent a lot of time watching them; loved school and used to play I was the teacher; traveled extensively over this country; had to give teaching a try—my mother was a teacher and wants me to be one; helped with Brownies and always liked to be with children; had to come to a teachers college because I couldn't afford to go to the university; was a camp counsellor in the church camp last summer and enjoyed working with the children.

Another illustration may serve to make clear the meaning of Principle II. In many states in this country, legislation has been passed making it compulsory for teachers to have a bachelor's degree. Teachers already in service have returned to teacher education institutions to complete the requirements for the degree. Frequently it has happened that veteran teachers with ten or twelve years of teaching experience have been required to engage in student teaching experiences identical to those planned for students in professional education for the first time. If the principle of individual differences were in operation, such "veterans" would be engaged in activities peculiarly fitted to their needs and abilities. Those activities might or might not include what is typically called "student teaching."

Growth patterns within an individual are different, too, and must be recognized in planning professional laboratory experiences. For example, a student may have adequate intellectual ability, good physical and mental health and still be immature socially. This student needs to have guidance in planning experiences which will develop social maturity. Probably he needs many more such opportunities than most of his peers. While his professional laboratory experiences should doubtless include many opportunities involving social development, his very shortages in this area may indicate that such experiences should be begun only after he has established himself in the laboratory situation through participation in and guidance of activities to which he brings more competence and greater security.

If this basic principle of individual differences is fully implemented it will mean three major points of differentiation. First, students will enter upon professional laboratory experiences at different points in the professional sequence, and the more intensive period of consecutive work with a group of learners called student teaching<sup>2</sup> will vary as to placement in the program. Professional laboratory experiences will be included at those points in the professional program where, in terms of the background experiences and maturity of the student, such direct experiences are needed to contribute to the student's maximal growth. For some students whose rate of growth is slower, laboratory experiences will continue over a period of time before the student is ready to enter upon those experiences known as student teaching. For those students whose background experience with children and adults in teaching-learning situations is limited, professional laboratory experiences will need to be introduced early and include a wide range of in-and-out-of-school activities.

This implies the second point of differentiation, namely, that the nature of the laboratory experiences will vary with the needs of the individual student. This applies both to the particular experiences included in the professional program and the order of the experiences. While a principle which follows (Principle IV) suggests that all students will need some contact with the major activities of the teacher, some students will need a wider range and more extended contact with the teacher's out-of-school activities than others, some will need more experience working with individuals while others work with groups, some will need less direct experience to understand and appreciate the cooperative activities of the teacher in the work of the school as a whole. For some students work with individual learners will be the appropriate beginning point while others will work more readily with groups. Some will best be inducted through the more highly organized parts of the educational program of the elementary or secondary school while others can more easily make a contribution through the more informal parts of the program.

Third, the principle of individual differences dictates that the length of time the student engages in a given experience will vary

<sup>2</sup> *Professional laboratory experiences* include all those contacts with children, youth, and adults (through observation, participation, and student teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process. *Student teaching* is the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

with the needs of the individual and the demands of the situation. If this principle is truly implemented there can no longer be a set number of hours of observation or participation for all students, nor a given number of weeks of student teaching, nor the completion of student teaching or other laboratory experiences on Friday by every student. Student A needs to work much longer with a given group than does Student B. There are many more valuable learning experiences in the given situation for Student C than there are for Student D. And the very experience with which Student E is helping the children calls for her help through Wednesday while Student F and the group with which she is working will complete their particular work on Monday. Principle II recognizes individual differences in the point of beginning laboratory experiences, in the nature of the experiences themselves, in their sequence, and in the length of time of continuing the activity.

Planning professional laboratory experiences should be an integral part of the total program of guidance. To develop understanding of the needs and abilities of individuals requires concentrated effort on the part of many persons in the college program. The individual who, during a recruitment program, talked to a student in his home, met his parents, and observed many facts regarding the home life; the dean of men who helped the student get settled in his dormitory quarters and observed his first reactions to college and to his roommate; the registrar who discussed aspects of the program with him as he entered; the major advisor who had many conferences with him regarding his work; the coach who observed him in a tough spot during an important game; the teacher who observed his reactions to a point under discussion—these are only a few of the persons who must contribute to an understanding of the student.

Information gained by these persons should be filed in a cumulative record in a location convenient for those who may need to refer to it. Such material is essential to the guidance of students in all college activities and should contribute heavily to guiding professional laboratory experience. To ensure maximum benefit for the student, guidance facilities should be available at all times and open lines of communication should be maintained. Only in this way can the planning of professional laboratory experiences be an integral part of the total program of guidance.

Principle III. Professional laboratory experiences should provide guided contact with children and youth of differing

abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

The statement of this principle includes four basic ideas governing the nature of professional laboratory experiences:

1. Contacts should be guided.
  2. Contacts should be provided with representative groups—groups having children of differing abilities and of differing socio-economic backgrounds.
  3. Contacts should include experiences with groups of differing maturity levels.
  4. Contacts should be spread over a period of time sufficient to contribute to understanding of human growth and development.
- It has just been pointed out in discussing the preceding principle that careful guidance is necessary in the planning of experiences on the basis of individual needs and abilities of students. It is equally important that careful guidance be given students throughout the varied professional laboratory experiences. To provide adequate guidance is a real problem in many institutions, particularly with respect to two aspects of the program—community activities and student teaching in off-campus field situations.

Persons responsible for community activities are not always adequate guides of students participating. For example, while a girl scout leader may be very competent in her position of leadership with young girls, she may not have the interest nor the ability to provide leadership and guidance for the college student working with her and the Girl Scouts. In some instances, because supervisors of community activities are overloaded with work, it becomes a great temptation to exploit students by assigning them responsibilities before they are ready to accept them or by placing too much responsibility on the inexperienced student. The committee believes that, if students are to profit from participation in community activities, adequate guidance must be provided. It may be that members of the college staff will have to give more time to closer supervision and guidance. It may be that a program of in-service education could be planned for those persons in community agencies with whom students frequently work.

To provide adequate time for student teaching means, in many institutions, that some students are engaged in this experience in cooperating public schools. In a few instances, directors of student

teaching have preferred to provide less student teaching time for each student and to keep all such experiences within the campus laboratory school. Two reasons are presented for this choice: (1) it is costly to have college staff members supervise students when they are spread over a wide geographical area and (2) local supervision in field situations is often poor. As in the case of community activities, perhaps it is necessary for college staffs to share the responsibility of providing this guidance or to participate in an in-service education program for classroom teachers with whom students are working. The solution to the problem of inadequate guidance of professional laboratory experience does not lie in cutting down on time allotted nor in eliminating the experience. The solution lies in finding ways of improving the guidance of those experiences.

The principle suggests that students should have contacts with representative groups of children, groups in which there is found a typical range in intellectual ability and groups which have as members children from a variety of socio-economic backgrounds. Reasons for this position are obvious. How help Joe whose ability is limited? How work most effectively with Sue who has had few experiences away from a more or less rigidly controlled home situation? How help Jim and Harry to understand and respect each other when their religious and racial backgrounds are so different? Can Jane and Paul both contribute to the same enterprise when their abilities vary so widely? These and a host of other problems confront the teacher working with a group of learners encompassing a range of abilities and experience backgrounds. Again, study of the learning process indicates that the individual learns what he experiences and in dealing with situations responds and reacts in terms of what he has learned. Prospective teachers, therefore, should have experiences with pupil groups similar to those with which they later will work. It should be noted that the committee is not defining such groups as being in schools either on or off campus. In some situations the campus laboratory school may adequately provide for the implementation of this principle. In others, where there is no campus school, the local schools by their very nature may provide the needed implementation. In still others, fully to carry out the principle may call for the use of both campus and selected off-campus schools. Neither is the committee indicating that all professional laboratory experiences must be had in such situations. Many non-school groups provide significant contacts with a "cross-section of childhood." What is important is that students have opportunities to

work with children and youth of differing experiential backgrounds.

The principle states further that students should have contact with groups of differing maturity levels. It is not an uncommon practice to provide for students intending to teach in the primary and intermediate grades professional laboratory experiences with children of two or three different maturity levels within the range of the elementary school. To provide for these same students experiences on the junior or senior high school level is quite unusual in practice. A similar pattern is true on the secondary level. Few students preparing for secondary schools are provided any opportunity to work with children of elementary school age. Would it not be profitable for prospective elementary school teachers to have some contacts with older children and for intending high school teachers to have some contacts with younger children? What demands will be made upon these children as they take the next step in the educational ladder? What problems will they meet as they adjust to the new situation? What experiences have they had previously? What can rightfully be expected of them? Questions such as these are important to the teacher who is concerned with the growth of individuals and who sees the learner as the focal point of the teaching-learning process.

Answers to such questions are basic to "functional understanding of human growth and development" as noted in this principle. While no teacher ever fully and completely understands growth and development, one of the most important aspects of the prospective teacher's professional equipment is the ability to study and understand the abilities, interests, and needs of the learners with whom he works. Ability and understanding do not come quickly. They call for contacts with children of differing backgrounds and abilities. They call for close and intimate contacts in a variety of situations. They call for continuing contact over a period of time sufficiently long to study change and growth. The exact period of time is a factor which must be determined on the basis of the individual involved. However, the study indicates widespread belief that such direct experiences should be distributed over the entire period of professional study, and the amount of time spent in any one experience and the nature of that experience should be planned in terms of the needs of the individual. Certainly laboratory experiences should be provided to the degree and for the length of time required for the student to demonstrate in action with children and youth that he is gaining a growing understanding of human growth and development.



**Principle IV.** The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.<sup>3</sup>

Three key ideas are contained in this formulation: *responsible participation*, *all the important phases*, and *both in and out of school*. The importance of firsthand experience gained by participating in educational programs for children and youth has already been emphasized. This principle stresses the fact that *responsible* participation is desired. Passive observation is not as valuable a teacher as is the experience of taking an active part in an enterprise and assuming at least partial responsibility for the success of the enterprise. Moreover, this responsible participation is not to be restricted to a narrow experience like pronouncing spelling words. This participation is to extend to "all the important phases of the teacher's activities both in and out of school." What is the modern concept of the function of the teacher?

Today's teacher is expected to be a student of human growth and development, to have skill in learning to understand children as individuals and as groups. He is expected to have some ability to interpret the behavior of individuals and some knowledge of how to affect group dynamics. He is expected to be a student of the curriculum, to understand the role of education in society, to see the segment of the school program with which he is directly concerned as a part of a whole, to be sensitive to the problems of building an educational program for youngsters, to have some principles (which he will modify from time to time) to determine the selection and guidance of experiences with children. These two factors alone greatly increase the scope of the teacher's function in the classroom.

The recognition of the importance of the classroom teacher and the emphasis upon democratic administration combine to make ever more important for teachers experiences designed to help them see their role in the larger school organization and in the community. Setting up

\* It is recognized that the pre-service professional education program cannot offer every student opportunities to participate in *every* activity in which the teacher is likely to engage. Emphasis is here placed on the need for providing students with contacts with all *phases* of the teacher's activity. For example, students should have many direct experiences in participating in the organization and administration of the school as a unit, in participating in community activities both as a teacher and as a citizen, in engaging in enterprises designed for stimulating continuous professional growth of teachers. These should be had in addition to the many experiences in the area of guiding teaching-learning situations within the classroom.

educational objectives, developing curriculum materials, arriving at policies of total school organization—these and others are no longer activities engaged in by a few top people in a status hierarchy. They are now an intrinsic part of the teacher's role. Such responsibilities call, among others, for direct experiences in participating in faculty meetings, working on various school committees, sharing in administrative problems, studying the educational program of a given group of learners in the light of their total educational program in the home and community as well as the school, studying the proposed curriculum for a school. Just as teaching is no longer confined within the four walls of the classroom, so the teacher's thinking about the educational program is not bounded by a particular grade group or by a group whose interests center in a given subject field. The teacher working in the intermediate grades needs to know about and share in the development of curriculum experiences in the primary unit and the junior high school. The teacher working in the area of the physical sciences needs to have contact with the experiences of learners in such related fields as the social sciences and mathematics. This may mean working together on curriculum committees, sharing (reporting and studying) records of the experiences of pupils, teaching cooperatively in core or integrated courses. It calls for an extension of the typical program of professional laboratory experiences to include activities related to the larger school organization.

Modern educators are hopeful of abandoning the concept of the school as an isolated agency in society. They would like to see the school become a community-centered activity. This, too, places new responsibilities on the shoulders of teachers and of those responsible for their pre-service education. It means professional laboratory experiences directed toward helping the intending teacher understand what is involved in building effective community relationships both as a teacher and as a citizen of the community. For a prospective teacher these may include experiences in working with parents, using community agencies and resources as they contribute to the on-going activities of a group, studying the community to better understand learners' needs and backgrounds, working cooperatively with other educational agencies in the interest of children, contributing with children or youth to community activities. As a citizen of the community his experiences may include attending meetings of the Board of Education, City Council, or other civic body, representing the educational group in community meetings or on committees, participating

in a range of community activities, contributing to and using community resources.

Finally, a portion of the modern teacher's attention and energy must be devoted to the important task of continuous professional growth. Teacher educators have a responsibility to help their students discover and use the ways and means available for constantly evaluating and improving teaching ability and keeping alert professionally.

Principle V. Professional laboratory experiences should be cooperatively developed by the student and his advisors. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.

The first conviction made explicit in this principle is that the planning and carrying forward of professional laboratory experiences is a cooperative enterprise in which the student and his advisors participate. Implementation of this principle means that students participate in the purposing and planning of the activities in which they will engage. That learning is facilitated on all levels when the learner purposes and participates in planning has been recognized for a long time. Little opportunity has been granted to students in teacher education institutions to practice this principle according to data reported in this study. Cooperative planning of experiences is basic to the implementation of Principle II, to planning experiences in terms of the needs and abilities of students. It should be noted also that opportunities for the student to carry on the activities suggested in the discussion of Principle I are essential to his understanding of his own needs and making plans to meet them.

The principle also indicates that supervision and guidance of professional laboratory experiences should be provided through the cooperative efforts of laboratory and college teachers. *Laboratory teacher* is used to refer to a member of a laboratory staff recognized by the college as qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of the given pupil group. The term *college teacher* is used to indicate a member of the college faculty responsible for teaching academic or professional courses. Persons in both groups should be responsible for the supervision and guidance of students.

Traditionally laboratory teachers have carried almost all of this responsibility. This is not surprising since often the only laboratory

experience provided for students was a period of student teaching. With the expansion of the program of professional laboratory experiences to include a variety of activities spread over the period of professional study it becomes essential for others in addition to laboratory teachers to share in the guidance of students during those experiences. For example, social studies teachers may use direct experiences with neighborhood youth clubs, local recreation facilities, or low income housing projects to develop understanding of basic social problems and the part members of the teaching profession can play. The social studies teachers need to give "on-the-scene" guidance to help the student participate in and interpret such activities to know what these experiences mean to their students and what the students bring from college classes to such experiences, and to know what their competencies really are in dealing with such situations. Instructors in the field of psychology alert to the need for the college student to have direct experience with children in a variety of situations—on the street or in the vacant lot, at the local movie on children's night, in the school lunchroom, in the highly organized as well as the informal classroom—need to participate actively in the guidance of students in those experiences. Both those who know the background of the student's college work and those who know the laboratory situation are needed if such laboratory experiences are to make their maximum contribution to the development of the student.

For college teachers to participate in the supervision and guidance of college students in laboratory situations they must devote a portion of their time with students in such situations. Another part of their time must be free to confer with students and laboratory teachers concerning the growth of students and to plan with them steps to be taken to provide the best experiences for them. College teachers should coordinate the work of college classes with direct experiences wherever feasible and desirable. In short, college teachers should take an interest in and assume some responsibility for following through with their students in the practical application of theory.

The difficulty of implementing this principle in action is recognized by the committee. However, the importance of such coordination of effort in the guidance of students is crucial to the improvement of the pre-service teacher education program. Ways and means of providing time and financial support to enable all college personnel to participate will vary from institution to institution. The committee believes this can be done in many situations without additional funds.

Perhaps a study of the function of each staff member would result in the sloughing off of some now less important obligations and the addition of responsibility for sharing in the guidance of students and in the coordination of various aspects of the college program. Time spent in direct contact with students in laboratory situations may make certain written work unnecessary. Time spent on correcting assignments and examinations can be replaced by "on-the-spot" testing that indicates understanding and competence or lack of it. Direct contacts may give that specificity to discussion that makes it unnecessary to scout for a wealth of illustrations; that clarity of purpose that makes the teaching plan direct and clear-cut rather than something to be puzzled out from day to day. Full implementation of Principle V cannot be made without the conscious effort of all the teaching personnel.

Principle VI. Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as individual, as citizen, and as member of the teaching profession.

A separate course in observation has its merits. A period set aside in the four-year program for student teaching has value, too. To suggest that students visit local schools in the fall before they return to the college campus is desirable practice. These, and numerous other activities, are good for the student preparing to teach but experienced in isolation the activities cannot provide for the student the many values each should offer. It is only as professional laboratory experiences are planned and executed in the setting of an on-going process that intended value can be derived. It is only as those guiding such experiences coordinate their efforts and see to it that relationships among experiences are emphasized that students can be expected to integrate learnings from many experiences.

Professional education should not be thought of as that small part of the program assigned to an education department or to courses in education. Every staff member in the teacher education institution has the obligation to develop his work with students with one central purpose in mind—to help students grow and develop into the persons, citizens, and members of the teaching profession needed to man our schools today. Not every staff member may have occasion to provide professional laboratory experiences for students, but he should con-

tribute to the student's background for such experiences and share responsibility for helping the student see relationships and generalize from experiences.

Some persons believe that many present teacher education programs focus attention on preparing teachers as teachers, to the exclusion of developing teachers as persons and as responsible members of our society. This belief is supported by information gained through the questionnaire and conferences used by the committee. The principle under discussion points directly to the need for a re-evaluation of programs to determine (1) what experiences students are having which help them to become the desirable personalities required in those who are to function as leaders of children and youth and (2) what opportunities are provided to help prospective teachers gain understanding of and interest in the important contribution they are called upon to make as citizens. As suggested above, the obligation to contribute to the maximum development of each student in these areas does not fall alone on the persons charged with professional education. The program of general education should and must recognize this responsibility and seek to make its full contribution. Personnel and guidance work must be concerned with helping students meet and deal with their problems in such ways as to develop well-adjusted, integrated personalities as guides for children and youth and as citizens in society.

Principle VII. Evaluation of professional laboratory experiences should be in terms of growth in understandings and abilities needed in the situations faced by the teacher working in our democracy.

This principle suggests a broad program of evaluation and a functional one. Two major characteristics are indicated. First, it is a program which evaluates growth in terms of action. Mere ability to verbalize about desirable teaching procedures is not sufficient equipment for today's teacher. Not only what the student knows but how he uses that knowledge in the varied activities of the teacher is the real test of functional ability. Not only what the student does in working with children in the classroom but how he functions as a member of a school staff and how he conceives his work in the community—all should be considered in the evaluative process. The way in which the prospective guide of children and young people operates in the range of actual educational situations must be evaluated. Second, it is a program which evaluates growth in terms of the effective use of basic

principles and understandings rather than specific techniques or patterns. Not knowledges and techniques alone but ability to use understandings and generalizations based upon facts as guides to action is the need of the teacher who recognizes the variables in learning situations. Specific techniques are useful to today's teacher only as he selects and adapts such specifics to make them integral in the given situation. For the teacher who is concerned with the interrelated parts of the educative process there is need not only for understandings of children but of the impact of technological and social developments on the growth of human beings in our society, and such growth should be determined through the program of evaluation.

While the methods of evaluation are not made explicit in this principle, the tenor of the entire group of principles is such that it is fair to add the following elaborations to the principle as stated: (1) that the program of evaluation be continuous and (2) that the program be cooperative, with participation by both the student and various members of the faculty in setting up the goals to be evaluated and the standards to be attained.

It should be noted that this principle is closely related to Principle II discussed on pages 19-22 of this chapter. If the nature and extent of professional laboratory experiences are to be planned in terms of the individual's needs and abilities, evaluation of what those needs and abilities are should be carried on with the student continuously. It is only as the student is helped to appraise himself, his growth in understanding and dealing with the problems of today's teacher, that he can intelligently plan steps to increase his understandings. Such appraisal, cooperatively undertaken by the student and those working with him, grows out of his interpretation of principles and theory in actual teaching-learning situations. Continuous evaluation of this nature helps the student to recognize his own growth in understandings and abilities and to place the needed emphasis upon growth opportunities. Such self-appraisal is crucial to desirable continuity between the pre-service and in-service teacher education programs.

While it is very obvious, yet it is sufficiently important to mention that those who would attempt to implement this principle more fully will find that it makes necessary adequate recognition of Principle V, also. Only persons who are familiar with the program of professional laboratory experiences, who have contributed to planning and executing those experiences with students, and who have been in laboratory situations and observed students engaged in such activities are

equipped to participate in the evaluation process. If laboratory experiences are to be cooperatively developed by the student and his advisors, it is fundamental to the guidance and evaluation of the growth of students in professional laboratory experiences that not only laboratory teachers but also college teachers participate in the program from the beginning. Again it is important that the combined efforts of all move in the direction of placing emphasis upon growth in basic understandings rather than upon isolated aspects of personality and isolated techniques of instruction.

**Principle VIII.** Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations.

Throughout the discussion of the preceding seven principles it has been emphasized that a wide range of laboratory experiences is desirable. Whatever facilities are needed to provide firsthand experiences with children, youth, and adults in varied school, home, and community situations should be made available. The extending of the program of professional laboratory experiences (from the typical student teaching period of the junior or senior year) to include varied direct contacts over the entire pre-service program calls for the additional use, and perhaps the extension, of facilities to meet the needs of all students. Similarly, the broadening of the program to include direct contacts with situations beyond the school and with human growth and development at all levels makes essential the greater use of a variety of laboratory centers.

The laboratory school remains the most significant of the many facilities which should be employed. The campus or off-campus laboratory school which is an integral part of the teacher education program provides significant opportunities to study and relate the various phases of the teacher's activities both in and out of school. Although a fairly adequate program of contacts with classroom situations is characteristic of most colleges it is recognized that the full potentialities of the laboratory schools of many institutions are not utilized. To employ to advantage all of the opportunities of the typical laboratory school would mean using that facility not alone to provide experiences in classroom situations, but also to provide many contacts with administrative procedures, with guidance activities, with research and experimentation, with curriculum development, with extra-curricular activi-



ties, with audio-visual programs, with school-community relationships, and a host of other activities which every good laboratory school should offer. Constant experimentation is needed to discover how the facilities of the laboratory school can be more effectively used in the total program.

The principles governing professional laboratory experiences set up in this report do not imply a lessening of the importance of the laboratory school as a center for students to engage in the many direct contacts suggested. They do, however, make explicit the need for utilizing many other facilities in addition to the laboratory school. Just what those facilities will be for each college should be determined by the needs of the students as related to the schools in which they will be likely to serve. For some, where the typical service area includes urban centers, they may be social and service clubs of various kinds, political organizations, libraries, certain types of summer camps, and other community enterprises characteristic of urban groups. For others, where the service area is predominantly rural, facilities may be the community grange, welfare organizations, cooperatives, community forums, and recreational centers. For all institutions, such media as the home, the church, national and international organizations for children and youth, playgrounds, boards of education, and professional organizations are potential facilities for providing a wide range of direct experiences for students.

Problems may be encountered in implementing this principle. In some instances, an expansion of the program of professional laboratory experiences may demand additional personnel and financing. In many cases, implementation calls primarily for a new use of present facilities or an extension of facilities to include those available in the local situation but not now used. In most institutions, however, it is believed that exploration is needed to discover what facilities are actually available and how they might best be utilized to contribute to the effectiveness of the program. Generally, the benefits gained from cooperative study of this problem and cooperative utilization of all facilities will be of equal significance to the agencies used and to the college program.

**Principle IX. Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.<sup>4</sup>**

<sup>4</sup> Principle IX was not in the original list of principles developed by the committee and included in the questionnaire. It grew out of the regional conference held at Terre Haute, Indiana.

In this principle there is envisaged a broader concept than the usual follow-up program in teacher education institutions. While provision for supervision and guidance of recent graduates is a commendable feature of any professional program, there are other processes which should be in operation. Brief reports of two such processes will elucidate the meaning of the principle as stated.

Professional personnel in every teacher education institution should engage continuously in experimentation and research with a view to improving their own program offerings. One outstanding procedure which can be employed for this purpose is the study of educational programs in school systems served by the college. By means of this study, faculty members become aware of strengths and weaknesses demonstrated by teachers in service. This information affects future planning of professional laboratory experiences. Procedures of this type create a flow of good will and mutual benefits between pre-service and in-service education agencies.

The second illustration is that of a group of school superintendents called together by the Wisconsin State Education Department. During their conference the superintendents were asked to discuss pre-service education of teachers and to make recommendations regarding it. A copy of their suggestions was sent to the teacher education institutions in that state. As a direct result of the suggestions, one institution began a revision of its total program to provide more direct experiences for students. Any single institution or group of institutions in a geographical area might well consider this procedure as one contributing to bridging the gap between pre-service and in-service education of teachers.

The two preceding illustrations are intended to emphasize the mutual benefit which can be realized when educators on both sides of the gap share responsibility for bridging it. The committee believes that one of the ideals to be achieved in this program of continuous teacher education is the organization of internship teaching for which both the college and the school personnel would take responsibility. Until such time as this becomes a feasible plan, the committee would urge that all possible steps be taken to provide for continuity between the pre-service and in-service teacher education programs. No program of pre-service education, however good, can produce a fully developed teacher. The very nature of the educational enterprise demands a teacher who continues to grow and develop. In fact, that program of pre-service education is most effective which produces an individual

who is sensitive to educational situations and needs and who is able and willing to study them and to act in terms of best available findings. But such potential for continuous growth must be capitalized upon and not stifled in the in-service program. For education to make its maximum contribution to the children, youth, and adults of our society there must be provision for continuity in the pre-service and in-service educational programs.

#### THE QUESTIONNAIRE USED IN THE STUDY

Closely keyed to the nine principles discussed in the foregoing pages is the questionnaire developed for use in this study. The questionnaire yielded a wealth of valuable data. However, it suffered the usual limitations of such an instrument:

1. Some items were subject to a variety of interpretations. This, no doubt, explains the fact that replies on some items were inconsistent with replies on other items.
2. Although there was a large total response (157 returns on a mailing of 182 questionnaires to member institutions of the American Association of Teachers Colleges) given questionnaires often were incomplete. For that reason, to interpret results in terms of percentages would have given a distorted picture of facts. A good guess is that failure to reply to an item meant that the practice was *never* employed. Therefore, as the reader studies the data given in various tables throughout succeeding chapters, it would be well to consider each total of reported uniform or general practice against a possible total of 157.

To compensate for weaknesses in the questionnaire technique other sources of data were used: (1) printed and mimeographed materials from institutions reporting; (2) notes on regional conferences; (3) notes on observations and interviews on the occasion of visits to selected institutions.

Certain data collected by the questionnaire have not been widely used in the report. Most significant among these is anticipated practices. Only a limited number of respondents indicated anticipated trends. Since it was impossible to determine reasons for the lack of attention to this item, it seemed unwise to place much emphasis upon the data submitted. The lack of data suggests few anticipated changes in teacher education programs over the country at large. However, contacts with persons from many institutions would contradict this

picture since those contacts indicated dissatisfaction with present programs and keen interest and concern regarding various experimental attempts to improve aspects of the program.

Likewise, questionnaires returned from liberal arts colleges were too few in number to present an adequate portrayal of teacher education programs in those institutions. Rather than distort the data from member institutions by including responses from liberal arts colleges in the totals, these responses were not used in the statistical reporting of the study. However, where such replies contained useful illustrations, the material was included at appropriate points in the report.

In reading the tables used for reporting data the reader will be helped by keeping in mind the code used in the questionnaire.

#### CODE

U—A practice or policy which is *uniform* or college wide in its application.

G—A practice or policy which is *generally* used in a majority of cases or by a majority of departments or persons.

M—A practice or policy which is used by a *minority* of departments or persons or in some cases.

N—A practice or policy *not* used.

#### BASIC ISSUES REGARDING PROFESSIONAL LABORATORY EXPERIENCES

Implementation of the nine principles presented in the early pages of this chapter calls for some rigorous choice-making. Programs of teacher education will not be improved as far as professional laboratory experiences are concerned until teacher education institutions resolve certain basic issues. These issues, around which results of the study are organized in chapters that follow, may be stated in these terms.<sup>5</sup>

1. What should be the nature of the professional laboratory experiences prior to student teaching?

Should such experiences be confined to observation only or include participation?

Where should these experiences be placed in the total program—as an integral part of professional courses, as an integral part of academic courses, as a separate course?

<sup>5</sup>The issues were originally formulated to serve as the basis of discussion at regional conferences held in connection with the study.

Who should accept responsibility for the guidance of such experiences—college teachers, laboratory teachers, director of student teaching, or a combination of these persons?

2. Where should student teaching be placed in the professional sequence?

Should the student teaching experience follow a period of specific preparation for it, parallel academic and professional study, or be a "culminating" professional experience?

3. How many different student teaching contacts should be included in the student's program and what should be the length of these contacts?

Should the student teaching experience be with a specific age-grade level—with two or more different age levels (primary, intermediate)—in a single instructional area—in all major areas of instruction—in a major instructional area and its related fields?

Is a single contact over a longer period time to be preferred to several short contacts with different situations?

4. In how far should the student teaching program be individualized regarding assignment, point of beginning student teaching, length of work in a given situation, nature of student teaching activities?

5. What should be the basis of admission to student teaching?

Should admission to student teaching be automatic in terms of the student's arrival at a given point in the professional curriculum—in terms of demonstrated readiness—in terms of pre-requisites completed—in terms of evidence of potential teaching fitness and likelihood of placement?

6. What should be the nature of the student teaching contact?

Should the student teaching experience be in situations typical of those into which the student will go as a beginning teacher—in situations that are pushing ahead of "typical" practice?

Should the student teaching experience be in terms of classroom activities of the teacher—in terms of the work of the entire school—in terms of community agencies and activities of the teacher?

7. What should be the nature of professional laboratory experiences following student teaching?

How determine needed experiences? Supervised by whom?  
How evaluated?

8. Should the guidance of the student be the primary responsibility of the laboratory teacher, the college adviser, the college adviser and laboratory teacher working together? What shall be the nature and extent of supervision?

9. How should the growth of the student be judged and evaluated?

Should evaluation be in terms of an absolute standard, in terms of effort and amount of individual growth?

Is evaluation the responsibility of the laboratory teacher, the responsibility of a group working cooperatively (e.g., student, laboratory teacher, college adviser)?

Each of the foregoing issues is considered in the chapters which follow in terms of (1) the present practices in member institutions of the American Association of Teachers Colleges, (2) selected practices which are reaching toward a more complete realization of the principles basic to an effective program of professional laboratory experiences, and (3) problems which merit further consideration in the full and complete implementation of the principles. As background for the discussion of each issue, Chapter II presents an over-view of the more common curriculum patterns in the pre-service education of elementary and secondary teachers. Chapter III then deals with the first of the issues, professional laboratory experiences prior to student teaching. Chapter IV throws light on issues two, three, four, five, and six. Issue seven is discussed in Chapter V, issue eight in Chapter VI. The final issue is treated in Chapter VII. In Chapter VIII ways of facilitating an adequate program of professional laboratory experiences are presented. The concluding chapter contains a summary statement of the recommendations of the Committee on Professional Laboratory Experiences.

## CHAPTER II

### CURRICULUM PATTERNS IN PRE-SERVICE EDUCATION OF TEACHERS

**P**ROFESSIONAL laboratory experiences must be seen as an integral part of the program of pre-service education. The answers given to the issues noted in Chapter I and the ways and means selected to implement the principles discussed in the same chapter must recognize the total curriculum pattern of which the professional laboratory experiences are a part. One of the more serious problems facing teacher education institutions today is that of determining the curriculum pattern that will provide the best program of experiences for prospective teachers. Educators are aware of two specific needs in the program: (1) that teachers for our times must have a broad general education, and (2) that they must have also an adequate professional education. Attempts to make satisfactory provision for both areas have resulted in raising a number of important issues regarding total curriculum patterns.

One set of issues relates to the general education which all teachers as professional persons and as citizens should have. Where is this general education best placed in the curriculum? Should it be concentrated in the first two years of college work? Should it be spread over the four-year period? What content and experiences shall be included in general education? To what extent is general education for the prospective teacher also professional education? Answers to such questions are implied in the nature of the four-year program as developed in different institutions. Since answers vary, curriculum patterns vary also, resulting in some programs which concentrate on general education the first two years and in other programs in which general education is spread over the entire four years.

A second set of issues has to do with the nature of the professional education which best meets the needs of teachers in our society. Is this aspect of teacher preparation best cared for in a concentrated period? Should this period be near the end of the four-year program? Does placing it at the end of the college career provide better for maturation of students and for carry-over into teaching service? Or, should such professional education be spread throughout the four years? How much application of theory in education can students be

expected to make in the absence of direct experience in professional education? Is firsthand experience better placed if concentrated in one period near the end of the program when the student has gained extended theoretical background? What shall be the nature of the experiences included in the professional phases of the program? In what ways, if any, shall they be related to general education? Again, answers to these questions are implied in the nature of the total curriculum pattern.

In some institutions general and professional education continue as parallel experiences through the entire four-year program. These two parts of the total curriculum in other colleges are brought together through professionally treated content and general education courses. In some institutions emphasis is placed on direct experience through the total program. Other curriculum patterns suggest that all opportunities for firsthand experience are confined to one period, student teaching.

#### FACTORS INFLUENCING CURRICULUM PATTERNS

In order to deal with these differing points of view and the curriculum patterns resulting from them, it is necessary to have some understanding of the background factors which brought the present issues to the fore. What are the major factors which have influenced curriculum patterns in teacher education? What has been the nature of these influences?

A brief sketch of early developments will help to show the origin and nature of the trends affecting the sequence and organization of programs for prospective teachers. In 1823, Samuel R. Hall established in Concord, Vermont; the first college for educating teachers, a normal school. When the Massachusetts legislature passed, in 1839, a bill giving public support to schools preparing teachers, and the first of such institutions was opened at Lexington, there followed a rapid spreading of the idea so that by 1900 there were one hundred normal schools in this country. About one-half of these schools admitted students from the eighth grade; their professional education was little more than a continuation of the general education of the elementary school.

During this period when normal schools were being established, universities were growing with equal speed. By the middle of the nineteenth century these schools, too, were concerned with the problem of preparing teachers. In 1855 the University of Iowa established a



Normal School Department. Soon other universities followed suit by adding such departments as a Department of Didactics, or a Department of Pedagogy, or a Department of Education. At the same time many private liberal arts colleges were emerging and some were concerned with teacher education.

As the public high school became more common, as salaries for teaching improved, and as prosperity made it possible for more students to go to college, it became necessary for normal school programs to be changed to meet the needs of the time. Thus the movement away from normal schools toward teachers colleges got under way. The new teachers colleges began to shift emphasis from preparing teachers only for the elementary schools to including work for high school teachers as well; they began to encourage men to attend; and they became more concerned with subject matter, placing less emphasis upon pedagogy alone. Parallel with this type of expansion, the mass education movement was to some degree bringing about an increase in college enrollments. With the growing demands of larger enrollments, curriculum modifications were often made without the needed deliberation. Changes were frequently partial and made without consideration of the effect of the immediate change upon the larger whole.

Recent years have brought a much more thorough-going study of the educational needs of the intending teacher. Study has turned to the more basic and significant factors that should affect change, namely, newer concepts in the psychology of learning, the findings of research in human growth and development, and current analyses of our democratic society and its needs and demands.

Some of the newer concepts in the psychology of learning that should affect the teacher education program have been discussed in Chapter I in relation to principles governing professional laboratory experiences. It is generally accepted that the learner profits most from experiences which are meaningful to him. Meaningfulness is increased when there is a desirable amount of direct experience included in the learner's total program. Meaningfulness is increased when experience is closely related to the concerns of the learner. Participation on the part of the learner in the purposing and planning of experience is one excellent way of securing this relationship. To provide meaningful learning experiences teacher education programs should be planned with full recognition of newer concepts of how learning takes place. A considerable amount of direct experience for which the intending teacher can see the need should be included.

During recent years the researches in human growth and development have yielded many findings which should have a direct influence on the teachers college curriculum. For example, accumulated evidence in this area points to the importance of individual differences, of growth patterns within individuals, of the interrelationship of physical, mental, emotional, and social growth. Equally important is the emphasis placed on understanding the individual's complex developmental pattern. These factors should be recognized in dealing with the prospective teacher so that he in turn *learns by experience* the importance of them in his contacts with children and youth.

Current analyses of our democratic society place much responsibility on education. Students of American society have forcefully pointed out the characteristics of that society, the factors which must be reckoned with if democracy is to move toward the ideal, the relationship of that societal group to the larger world organization, and the areas of tension in both the domestic and international spheres. Totalitarian governments have demonstrated the power of purposeful, planned, and directed education. In this democracy, education must demonstrate its power to develop within each individual those skills, abilities, and attitudes essential to the preservation of democracy as a way of life. Teacher education must play a positive role in this process. Ample opportunity should be offered students to develop the skills of group cooperation, to attain understanding of the intricate interrelationships of groups and individuals, to build sincere appreciation for the worth of individuals and cultural groups. It is essential, also, that attention be given to the tensions in our society which have been defined by sociologists; for example, the failure of an economic system in a land of abundant wealth to provide an adequate standard of living for all the people, the mental and social maladjustment of a large portion of the population as illustrated by statistics on divorce and juvenile delinquency.

Recent developments in these three areas—psychology of learning, human growth and development, and analyses of our society—have had a fundamental influence on the curricula of the elementary and secondary schools. The importance attached to social environment, group dynamics within the classroom and school, firsthand experiences with realities, and cooperative action illustrates the way in which these factors have brought about change in the educational program. This, in turn, has raised new problems in preparing teachers to become adequate guides for children and youth.

The responsibility of American teachers today has become a grave

one. Recognition of these factors raises serious questions regarding the content and method of teacher education programs.

### CURRENT CURRICULUM PATTERNS

What are the major curriculum patterns designed to meet present-day responsibilities in teacher education? For purposes of this discussion three types of programs will be illustrated. They may be defined as follows:

*Four-year general and professional program of teacher education*—that program in which both general and professional education are spread through all four years

*Two-two program*—that program in which the professional education is offered only in the last two years, the first two years being given to general education

*Professional sequence*—that program in which professional education is concentrated in the third and fourth years with one or more professional courses in the first two years.

The number of schools reporting programs in each of these categories is shown in the following table as taken from the questionnaire used in this study.

TABLE 2. *Placement of Professional Work in Total Curriculum Pattern*

Placement	Number of Schools Responding	
	Elementary	Secondary
In the general pattern of the four-year curricula, the professional work (in contrast to "general education" or academic courses)		
a. Is spread through all four years	49	29
b. Is given only in the third and fourth years	17	20
c. Is concentrated in the third and fourth years but with one or more courses in the first and second years	66	60

### *Four-year General and Professional Program in Teacher Education*

A little less than a third of the colleges reporting curricula for the preparation of elementary teachers and slightly more than a fourth of those preparing teachers for the secondary field indicate that both general and professional work are a part of each of the four years of college study. This is an interesting fact in view of recent develop-

ments in the field of junior college education. It suggests that while these same teachers colleges may also offer two-year senior professional programs admitting students from junior college, where it is possible to develop a four-year sequence they recognize certain advantages in the longer professional contacts as well as the need for continuing general education. How they see these two areas relating themselves one to another differs among institutions. The following illustrate how two institutions in the elementary and the secondary fields, respectively, are answering these problems in their current curricula.

**SECONDARY LEVEL.**--In one of the 29 colleges reporting a four-year general and professional program in teacher education only teachers for *secondary schools* are prepared.<sup>1</sup> The curriculum offered to students in this institution is made up of three major parts.<sup>2</sup>

1. Professional Background
2. Professional Subject Matter (major and minor)
3. Professional Integration

The three aspects of this program are spread through all four years as illustrated in Chart I, page 46, showing a typical distribution in the program of a student preparing to teach English in a secondary school.

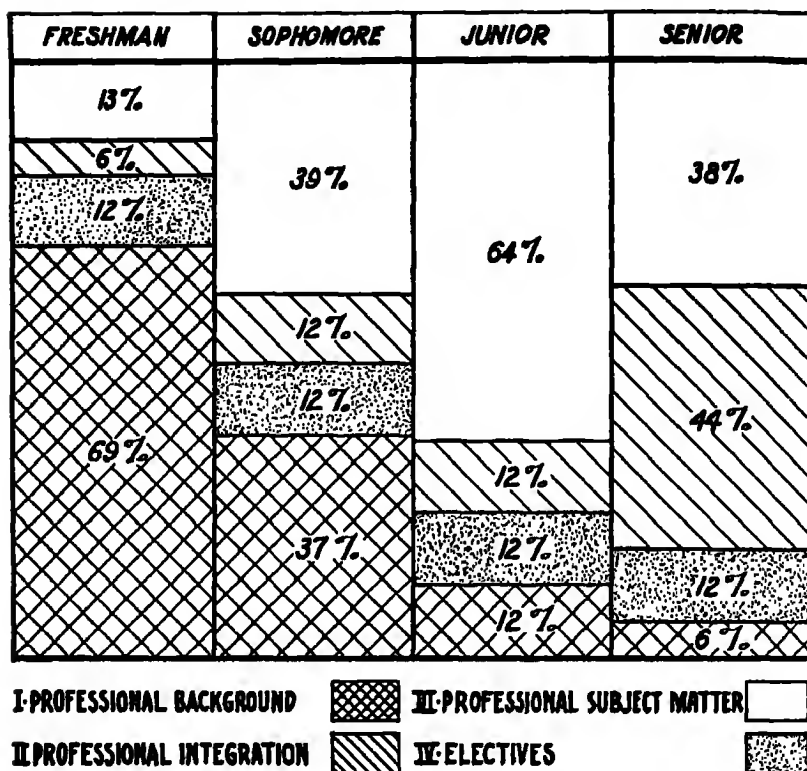
When the total program is analyzed, the following distribution appears:

	Semester Hours Required	Percent of Total Program
I. Professional Background	40	31
II. Professional Integration	24	19
III. Professional Subject Matter--		
Major	30	
Minor	18	37.5
IV. Electives	16	12.5
	<hr/>	<hr/>
	128	100

<sup>1</sup> State Teachers College, Montclair, New Jersey.

<sup>2</sup> "The general instructional division of the College has three well-established functions. The first is to provide each student with a rich background. (Professional Background) The second is to provide professional subject-matter which includes ample margins of scholarship. (Professional Subject Matter) The third is to provide professional theories and techniques and their application in student-teaching (Professional Integration)." *Bulletin of the New Jersey State Teachers College of Montclair, Catalogue of Courses, 1946-48*, p. 35.

CHART I. DISTRIBUTION OF PROFESSIONAL EDUCATION IN FOUR-YEAR  
GENERAL AND PROFESSIONAL PROGRAM: SECONDARY LEVEL  
(NEW JERSEY STATE TEACHERS COLLEGE, MONTCLAIR)



The nature and content of required work in each of the three major areas are indicated in the course titles as listed below.

Area	Course Titles	Semester Hours
I. Professional Background Courses		
Social Studies	Civilization and Citizenship	6
	Contemporary Economic Life	2
	Contemporary Political Life	2
	Contemporary Social Life	2
		12

<i>Area</i>	<i>Course Titles</i>	<i>Semester Hours</i>		
Literature,	World Literature	6		
Language	Composition	3		
Art and	Fundamentals of Speech	3		
Music	Foundations of Language	2		
	Art Appreciation	1		
	Music Appreciation	1	16	
		—		
Science	Survey of Physical Science			
	or Survey of Biology	4		
	Survey of Earth Science	2		
	Hygiene and Health	2	8	
		—		
Mathematics	Social and Commercial Uses of			
	Mathematics	2		
	Educational Statistics	2	4	40
		—		
II. Professional				
Integration				
Courses				
	Introduction to Teaching	2		
	Introduction to Educational Psychology and Mental Testing	2		
	Adolescent Psychology and Mental Hygiene	2		
	Aims and Organization of Secondary Education	2		
	Principles and Techniques of Teaching in the Secondary School	2		
	Principles and Philosophy of Secondary Education	2		
	Supervised Student Teaching	10		
	Practicum in Secondary Education	2	24	24
		—		
I. Professional				
Subject Matter				
Courses				
(English Major)	World Literature	6		
	The Language Arts	4		
	British and American Drama from the Miracle Plays to O'Neill	4		

<i>Course Titles</i>	<i>Semester Hours</i>
Composition	3
Fundamentals of Speech	3
British and American Poetry from Chaucer to Frost	4
British and American Fiction from Mallory to Lewis	4
Literature for Adolescents	2
Shakespeare's Major Plays	2
Survey of American Literature	4
Teaching of English in Second- ary Schools	3
Survey of British Literature to 1798	4
One other 2 point course	2
	<hr/> 45 45

In addition to the major in English, a minor of 18 semester hours is required in some other subject.

**ELEMENTARY LEVEL.**—The four-year general and professional program in elementary education is illustrated in the following curriculum designed to prepare teachers for the intermediate grades.<sup>3</sup> The strictly professional courses are listed separately from the general courses to illustrate a pattern in which both professional and general courses are spread over the four-year period.

*First and Second Years  
Professional Courses*

	<i>Quarter Hours</i>
Art Essentials	3
Industrial Arts for Intermediate Grades	2
Educational Psychology	5
Introduction to Elementary Education	5
The Teaching of Reading and Spelling	5
The Teaching of Social Studies in the Elementary School	2
Elementary School Management	3
Speech for Elementary Teachers	3
Principles of Elementary Mathematics	5
Elements of Music	2
Music for Intermediate Grades	2
Physical Education for Intermediate Grades	3
	<hr/> 40

<sup>3</sup> State Teachers College, Cedar Falls, Iowa.

*General Courses*

	<i>Quarter Hours</i>
English I—Composition	5
English 100—Composition and Literature	5
Survey of Biological Sciences	5
Survey of Physical Science	5
Health Education	3
Contemporary Affairs	2
American Government	3
Physical Education	3
Electives	25
	<hr/>
	56

*Third and Fourth Years  
Professional Courses*

	<i>Quarter Hours</i>
Child Psychology	3
Psychology of Adolescence	2
Statistical Methods in Education	2
Reading and Language in the Elementary School	5
Educational Tests for the Elementary Grades	2
Mental Tests	3
Elementary School Supervision	5
Intermediate Grade Teaching	10
Literature for Intermediate Grades	3
The Teaching of Arithmetic	3
	<hr/>
	38

*General Courses*

	<i>Quarter Hours</i>
Physical Geography	5
Contemporary Affairs	2
American History since 1865	5
Electives	40
	<hr/>
	52



Patterns in four-year programs with general and professional education spread throughout the four years are as varied as the number of institutions in which they are found. In some cases programs of the first two years include much more general education than professional education. In such cases, a reversal in distribution is characteristic of the third and fourth years. In other institutions the first two years are weighted heavily with professional work while the last two years are weighted with general education courses. And, in a few cases there appears to be an almost equal distribution between general and professional work in all four years.

In all cases, however, where general and professional education are spread throughout the four years, it is possible to introduce professional laboratory experiences early in the student's college program. The nature and extent of laboratory experiences provided during the first two years particularly differ widely among schools preparing teachers. Not all such activities are confined to professional courses. In some institutions professional laboratory experiences of high quality are provided in connection with work in general education, especially in the various aspects of sociology, community health and welfare, economic problems, inter-group relationships, and in phases of the arts and humanities.

The amount of prescription within various four-year programs offering general and professional education throughout the curriculum also varies from institution to institution. In the first program illustrated in this section a student majoring in English does not have much opportunity to select courses. It can be noted, however, that in the second program a student is offered a clearly prescribed sequence in professional courses, but he has almost unlimited opportunity to select courses he will pursue in general education.

The advantages of providing for students early contacts in professional laboratory experiences are many. For example, the student who enters college having made a vocational choice is eager to have experiences which bring him in direct contact with his chosen profession. To postpone those experiences for him may mean a lessening of interest. If a guidance program is to function effectively throughout four years of college work, students should have early opportunities to test their interests and abilities in a chosen area and to discover and deal with their needs. Only with information gained through direct experience can a student and his advisors intelligently discuss a program and lay plans for further work.

### *The Two-Two Year Program*

The two-two pattern was the one least frequently reported by the colleges indicating four-year curricula preparing elementary and secondary teachers. Less than 13 per cent of the elementary curricula followed this plan of organization while slightly over 18 per cent of the secondary programs were developed on this basic idea. While rather sharply separating the work in general and professional education, except for work in physical education continuing throughout the four-year sequence and an occasional course in educational psychology being introduced in the second year, the nature and sequence of courses within the two areas varied from college to college. The following are selected as illustrative of this pattern of curriculum organization.

**SECONDARY LEVEL.**—A student attending the School of Education of one university,<sup>4</sup> who is interested in teaching in the secondary school, in general follows one of two curricular patterns, depending on his field of concentration. Most prospective teachers enter the College of Letters and Science as freshmen and follow courses in general education for the first two years. They then transfer to the School of Education for two years of study with a professional focus. To receive the university teacher's certificate a student must have fulfilled the pre-professional requirements in the College of Letters and Science and have a major and two minor fields of concentration in subject matter areas. He must complete a required sequence of courses in education totaling 18 credits. Although he is in the School of Education his major is not education but the subject matter area in which he hopes to do most of his teaching. If, on the other hand, the student is majoring in agriculture, art education, home economics, music education or physical education he enters the appropriate college or school as a freshman and follows a four-year sequence of which 18 credits are in courses in Education.<sup>5</sup>

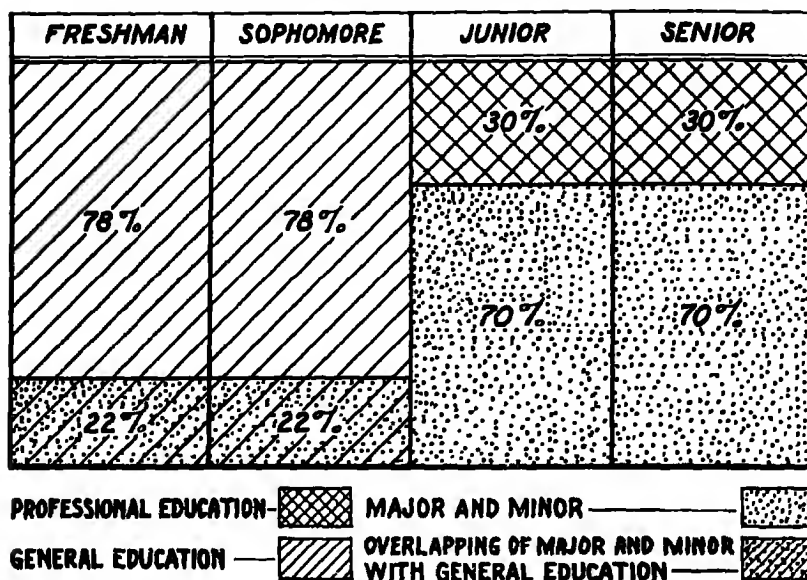
To illustrate the two-two pattern of professional preparation at this university a typical distribution of course work is shown in Chart II, page 52.

In all cases there is considerable overlapping between the course requirements in general education and in major and minor requirements. For example, a student planning to teach English must take

<sup>4</sup> University of Wisconsin, Madison.

<sup>5</sup> Bulletin of the University of Wisconsin, College of Letters and Science. Announcement of Courses, 1946-48, Madison, Wisconsin, pp. 39-41.

CHART II. DISTRIBUTION OF PROFESSIONAL EDUCATION IN TWO-TWO YEAR PROGRAM: SECONDARY. (UNIVERSITY OF WISCONSIN)



thirty semester hours in prescribed courses in the English Department, but some of these courses are those required of all students in the first two years of general education. However, none of the work taken during the freshman and sophomore years is professionalized. Except in rare instances, all of the work taken in meeting the requirements for major and minor teaching areas is pure subject matter and therefore would be classified as general education.

During the junior and senior years the student concentrates on a program in the School of Education, drawing upon the College of Letters and Science wherever he needs to in order to complete his major and minor subject matter requirements. In the program of the School of Education he must meet the following requirements:

The Child: His Nature and Needs	3 Semester Hours
The School and Society	3
The Nature and Direction of Learning	5
Methods course (in major field)	5
Elective in education	2

18 Semester Hours

Since only in very rare cases is any of the work of the first two years professionalized, the program is divided into two distinct parts very often referred to as "general education" and "professional education." Students majoring in agriculture, art, home economics, music or physical education, however, do not have this distinct division between the non-professional and professional aspects of their preparation. In their unified four-year program a considerable proportion of course work on the freshman and sophomore levels is professionalized.<sup>6</sup>

**ELEMENTARY LEVEL.**—A typical pre-service education program for elementary teachers in which the professional work is placed only in the third and fourth years is illustrated below.<sup>7</sup> One exception is made in this program—educational psychology is offered in the second semester of the sophomore year. Physical education is taken throughout the four years by every student. However, the work of the third and fourth years in this field is professionalized. The total program includes 132 semester hours. Sixty-eight of these are in general education, all given during the first two years. Professional work of the third and fourth years is as follows:

*Third Year  
First Semester*

Principles of Elementary Education	3
Teaching of Language Arts	3
Teaching of Arithmetic	3
Art in the Elementary School	3
Educational Measurements	3
Physical Education	1
	<hr/>
	16

*Second Semester*

New Hampshire Education	3
Guidance	3
Teaching of Language Arts	3
Social Studies in the Elementary School	3
Music in the Elementary School	3
Physical Education	1
	<hr/>
	16

<sup>6</sup> Bulletin of the University of Wisconsin, School of Education. *Announcement of Courses, 1946-48*, Madison, Wisconsin, pp. 11-12.

<sup>7</sup> State Teachers College, Plymouth, New Hampshire.

*Fourth Year*  
*First Semester*

Science in the Elementary School	3
Manual Arts	3
Children's Literature	3
Public Speaking	3
Health Education	3
Physical Education	1
	<hr/>
	16
 <i>Second Semester</i>	
Student Teaching and Seminar	16
	<hr/>
	16

The two-two year curriculum pattern does not negate the possibility of introducing professional laboratory experiences during the first two years of the college program. Where a college staff holds a central purpose to be educating teachers for our democracy many opportunities for valuable professional laboratory experiences may be included in the general education program. For example, an integrated course in contemporary civilization may provide direct experiences in the analysis of such community problems as labor unions, industrialization, or cooperatives. A course in general science may take students to the General Electric plant, to community factories, or to a housing project. A basic course in the arts may provide excursions to a local museum, to a series of lectures, concerts, or plays, or to community library resources.

It is fair to say, however, that in most institutions where a two-two year program is in operation, professional laboratory experiences are postponed until at least the beginning of the junior year. In many instances the staff personnel responsible for general education is a group distinct from those persons who later guide the same students in professional education. Frequently there is negligible coordination between the efforts of the two groups.

Full implementation of the principles set out in Chapter I of this study is less likely where a two-two year program is in use. Close integration of professional laboratory experiences with other aspects of the program is improbable if such experiences are deferred to the final two years and confined to purely professional courses. Planning and developing experiences on the basis of individual needs and inter-

ests of students as an integral part of the total program of guidance cannot be accomplished where two years of guidance have been given without relation to professional preparation. Cooperative supervision and evaluation are unlikely where staff groups do not share the total responsibility of educating teachers.

Nevertheless it must be recognized that the curriculum pattern, whatever its nature, does not fully determine the quality of experience students may have. Quality is determined more by the guiding principles accepted by staff groups, by recognition of newer concepts in psychology, and by sincere efforts to improve the education of prospective teachers. Some curriculum patterns facilitate implementation of the principles advocated by the committee while other patterns seem to make adequate implementation harder to achieve. The two-two year program pattern makes implementation not impossible but more difficult than either of the other patterns discussed in this chapter.

### *The Professional Sequence*

The most frequent plan of organization of curricula for both elementary and secondary teachers is that of a professional sequence continuing throughout the four-year period with a concentration of professional work in the last two college years. Just 50 per cent of the colleges reporting follow this plan in preparing elementary teachers while 55 per cent of those reporting develop the curriculum for secondary teachers around this organization. The point of view back of this design of the curriculum for teachers can best be seen through a study of one or two of the professional sequences as they are being developed in specific colleges.

**ELEMENTARY LEVEL.**—In many institutions a sequence of professional experiences has been developed to meet certain recognized principles in education and psychology and to meet more adequately the needs of teachers at the present time. Examination of the concepts upon which the curricula in normal schools and teachers colleges in the State of New York are being modified will serve to illustrate. In the "Report of the Advisory Committee with Relation to the Curriculum for the Preparation of Elementary School Teachers" the following principles are set forth:<sup>a</sup>

In the education of an elementary school teacher, the liberal and professional elements should parallel each other throughout the four-year curriculum.

<sup>a</sup> Kaske, Erna. *The Oneonta Experience in Building a Professional Education Sequence*, The Collegiate Press, Menasha, Wisconsin, 1944. p. 24.

Students come to a teacher education institution to prepare for teaching. To be required to spend the first two years in a type of education which appears to them to have no immediate connection with their teaching interests and needs is likely to result in a lessening of interest in their course and in their profession. Moreover, it may develop an unfortunate attitude toward their liberal studies, for they may come to look upon them as a necessary evil, an academic hurdle to be jumped before they can really come to grips with the subject which interests them most, the art and science of teaching. Such an attitude would limit markedly the value derived from the liberal and cultural studies.

Confining the liberal studies to the first two years leaves for the exclusive use of the professional studies the two advanced years when the most scholarly undergraduate work is possible. This means that the liberal studies again suffer by being assigned to the two weakest years.

To divide the four-year course into two units, each with a distinct and separate plan and purpose, does not provide for that steady, logical and unified professional development which teaching requires.

Students in teacher-educating institutions should have contact with children throughout the course. . . .

Student participation in the activities of the classroom should be based upon the student's developing ability. The amount of participation should increase by carefully guided stages as the ability of the student warrants, culminating in a period of responsible classroom teaching assignment.

On the basis of such concepts as those listed above, the committee recommended that 15 of the 36 semester hours of the professional sequence should be in actual teaching in carefully selected classrooms and under competent supervision. The remaining 21 hours should give the student:

1. An understanding of the responsibilities of the teaching profession in our constitutional democracy
2. Acquaintance with the statutory organization under which the schools of this state are maintained and directed
3. A sound knowledge of child development including child learning and child behavior
4. A possession of definite skills, techniques and practices indispensable to the success of the elementary school teacher, and
5. A thorough familiarity with the curriculum of the elementary schools of the State<sup>9</sup>

As a result of the work of this committee, the following professional sequence was recommended for the programs of the institutions preparing teachers for the elementary schools.

<sup>9</sup> Ibid., p. 26.

<i>Year</i>	<i>Course</i>	<i>Hours</i>
Freshman	Child development	6
Sophomore and Junior	The child and the curriculum	12
Senior	Practicum in student teaching	15
Senior	Seminar in education	3
		<hr/>
Total hours—professional sequence		36

The place of this professional sequence as a part of the four-year program is illustrated in the curriculum of one of the state teachers colleges in New York.<sup>10</sup>

<i>Course</i>	<i>Semester Hours</i>
<i>First Year</i>	
Essentials of Art	4
<i>Child Development</i>	6
Written Composition and Speech	6
General Mathematics	3
Essentials of Music	4
Physical Education Activities	0
Introductory Science	3
History of Civilization	6
	<hr/>
	32
<i>Second Year</i>	
<i>The Child and the Curriculum I</i>	6
Written Composition and Speech	6
Health Education	2
Physical Education Activities	0
Biology	6
Contemporary Civilization	6
Electives	6
	<hr/>
	32
<i>Third Year</i>	
Industrial and Practical Arts	3
<i>The Child and the Curriculum II</i>	6
English Literature	3
American Literature	3

<sup>10</sup> State Teachers College, Oneonta, New York.



	<i>Semester Hours</i>
<i>Third Year (cont.)</i>	
General Geography I	3
Physical Education	2
Physical Education Activities	0
American History and Government	6
Electives	6
	—
	32
<i>Fourth Year</i>	
<i>Practicum in Elementary School Teaching</i>	15
<i>Seminar in Elementary Education</i>	3
Contemporary Literature	3
General Geography II	3
Health Protection	2
Physical Education Activities	0
Sociology	3
Electives	3
	—
	32

The kinds of activities in which students engage during the professional sequence are discussed in Chapter III, page 90. It should be noted here, however, that from the first semester of the first year through the second semester of the fourth year, students in this college are pursuing professional education courses which bring them into direct contact with children, youth, and adults in a community setting. The work of the freshman year in *Child Development* includes much observation of children in both the school and the community environments. As a part of the work in *The Child and the Curriculum I and II* each student has two periods of two or three consecutive weeks, one hour per day, when he participates with a group of children in the campus laboratory school under the guidance of the laboratory teacher and the coordinator of the course in the college. The *Practicum in Elementary School Teaching* occupies full time of the first semester of the senior year. Students engage in this teaching either in the campus school or in a community school near to the campus. Three days per week during the final semester of the four-year program students meet in the *Seminar in Elementary Education*. Professional laboratory experiences are a characteristic part of this seminar, also.

**SECONDARY LEVEL.**—An illustration of a professional sequence on the secondary level is found in the program of another member institution.<sup>11</sup> Here all students preparing to teach in the secondary schools follow this sequence of education courses:

<i>Year</i>	<i>Course</i>	<i>Credit Hours</i>
Freshman	The Psychology of Personal and Social Adjustment	3
	General Psychology	3
Sophomore	Organization and Techniques of Secondary Education	3
	Application of Principles of Secondary Education (including participation)	5
Junior	The Psychology of Adolescence and its Implications for School Administration	3
	Developing and Administering the Secondary School	3
Senior	Advanced Teaching Techniques for Secondary Schools	3
	Advanced Teaching in the Secondary School	5
		<hr/> 28

Professional laboratory experiences play a large part in this sequence. Activities of *Organization and Techniques of Secondary Education* include observation in class groups and by individuals. *Application of Principles of Secondary Education* is a participation course. Students spend one hour per day, four days a week, in the campus or a neighboring high school. The nature and extent of participation on the part of each individual student are determined by his readiness to accept responsibility. A similar plan is followed during the senior year. The first semester each student spends one hour per day, four days per week, working with a group of high school pupils and their teacher. During this time the student plans carefully for *Advanced Teaching* the second semester when he will again spend one hour a day, this time five days per week, working with a high school class under the guidance of a cooperating teacher.

<sup>11</sup> North Texas State Teachers College, Denton, Texas.

The professional sequence, that program in which the professional education is concentrated in the third and fourth years with one or more professional courses in the first two years, is the most widely used curriculum pattern in the member institutions of the American Association of Teachers Colleges. The two illustrations of this type of pre-service program represent only two of a variety of ways such curricula are developed.

In some cases, such as in the first professional sequence described, phases of general education are built in sequence also. In such a sequence it is possible to include many professional laboratory experiences which make a real contribution to the education of prospective teachers. (See page 102.) Where programs are planned in such a way as to offer direct experience in both general and professional education courses, it would seem that integration by the student of learnings from a variety of activities would be more probable.

Continuous contact with children, youth, and adults in school and community settings is an essential part of full implementation of the principles outlined in Chapter I. Opportunities for such contacts are greater where professional education is spread throughout the four-year program of preparation. To make provision for professional laboratory experiences in a number of different courses in the many phases of the total program ensures the variety and quantity needed over a period of time sufficient for the student to develop a functional understanding of human growth and development and the teaching-learning process.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

It is apparent, as the curriculum patterns in teacher education institutions are examined, that persons responsible for the development of programs are making a direct attack on at least three problems: (1) the nature and place of general education for the citizen-teacher, (2) the increasing complexity of the responsibilities of the teacher in American society, and (3) the rapidly changing concepts growing out of accumulating evidence on human growth and development. It is evident that the member institutions of the American Association of Teachers Colleges recognize the wider range of activities of today's teacher, the crucial demands being made upon education, and the significant part it can and must play in our society. They recognize the responsibility of teacher education to develop the intending teacher as a person and a citizen, as well as a member of the profession of

teaching. Further, they recognize that this three-fold growth cannot be developed in discrete parts but that the individual grows as a whole.

Cognizance of the above factors in planning total curriculum patterns in teacher education institutions would seem to make imperative:

1. *A broad general education program* to equip the student with a wide range of competencies needed by him both as a person and as a professional worker. Many aspects of such general education are also part of the teacher's professional equipment. Students must be helped to see the inter-relatedness between this general education and professional education.
2. *An extensive and intensive professional education program* to provide for longer contacts with professional problems and situations. The role of today's teacher is not confined to the classroom nor to the school. The professional education program must provide for students such extensive experiences as are needed to help them recognize the function of education in society at large. Adequate guidance of children and youth today requires understanding of the complexities of human personalities as they function in a variety of situations. Prospective teachers cannot develop this ability fully during four years of education, but they can be helped to acquire those skills and techniques which contribute toward a growing understanding of individuals. To provide such help for students the professional education program must be intensive in nature.
3. *A curriculum pattern with sufficient flexibility to permit adjustment of it to the needs and abilities of individual students.* Principles of learning apply in the college situation as well as in the elementary school. Readiness for learning from given experiences does not appear at the same time for all students. A designated period of student teaching for all students does not recognize the fundamental premise of individual differences. Only in the curriculum pattern where there is flexibility can these and other basic principles be implemented.

That persons responsible for planning curriculum patterns in the member institutions do recognize these three imperatives is suggested by the fact 87 per cent of the colleges report that their curricula designed to prepare elementary teachers either include a professional

sequence throughout the four years of work or make both general and professional education integral parts of the work of each year. Eighty-one per cent of the colleges reporting make a similar statement regarding curricula designed for secondary teachers.

This is the over-all setting in which the program of professional laboratory experiences is to be developed—a setting not unfavorable in at least four-fifths of the member teachers colleges to the implementation of the principles suggested as the guides for professional laboratory experiences. It is with this setting as a general background that attention is turned in the chapters that follow to ways and means of so developing professional laboratory experiences that they will make a maximum contribution to the pre-service education of teachers.

To say that the setting is generally favorable for the study of the place and function of professional laboratory experiences does not mean that many questions and problems do not remain in improving the teacher education curriculum. The wide range of practices within the over-all design of the curriculum has been noted. And not least among these has been the great variation in the placement and nature of laboratory experiences. Questions such as the following must be given serious study by all persons concerned with pre-service education.

1. Is there some education which all teachers as citizens in American society should have? Is this *general education*? What is the basis for determining what this education shall be?
2. How shall the nature and content of adequate professional education be determined?
3. Granted that teachers in this nation need to have background in both general and professional education, how shall these two aspects of teacher preparation be distributed over the four years of college education?
4. How shall the general and professional aspects of the program be related? Shall subject matter be professionalized for teachers? Are there phases of general education which are essentially professional materials as well—general education for teaching?
5. What flexibility shall there be in the curriculum pattern? What provision shall be made for individual differences among students? What shall be the relative amount of prescription in the program? What part shall students have in planning their programs?

6. How shall balance and breadth of experience be ensured in a flexible program?
7. If a fifth year is added to the program, what shall be the nature of the work during that year? Should a fifth year lead to a master's degree?

But it is not the province of this particular report to deal directly with such issues as those noted above. It is the responsibility of the committee to study the part that can and should be played by laboratory experiences in the teacher education program. Focusing attention upon a functional program of professional laboratory experiences may lead to helpful suggestions for other aspects of the curriculum, just as the study of other phases of the work may indicate needs in the area of laboratory experiences.

## CHAPTER III

# PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

### PRINCIPLES RELATING TO THIS AREA OF THE PROGRAM

**R**ECOGNITION of the importance of direct experience in the education of prospective teachers is not new. The very earliest normal schools in this country maintained schools for children where students might observe and practice the techniques of teaching. At the time when many teacher education programs consisted of one year's work, a large part of that year was spent in working with children in the model school. However, as the normal schools became teachers colleges and the one-year program was extended to a four-year program, the time given to direct experience with children was directly affected by an extension of curriculum offerings to include a range of courses in general and professional education. That part of the program which provided direct experience was, in many instances, confined to one period of the four-year curriculum and consisted of a course in student teaching.

Chapter I of this report was devoted to a discussion of a point of view regarding professional laboratory experiences in the education of teachers. It was indicated that students preparing to teach in the elementary and secondary schools of this country should have continuous contact with children and youth throughout their pre-service education. Further, it was pointed out that such direct experiences should not be confined to the classroom situation but should include participation in all phases of the teacher's responsibilities—in the classroom, in the total school program, in the community, both as a citizen of the community and a teacher in the community, and in such other activities as are designed to improve the professional understandings and abilities of teachers. Bases upon which these convictions are built were considered.

Nine principles to govern these firsthand experiences were also elaborated in Chapter I. The present chapter deals with implementation of those principles having to do with providing professional laboratory experiences prior to student teaching.

- I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is three-

fold: (1) an opportunity to implement theory—both to study the pragmatic value of theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

- II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.
- III. Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.
- V. Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through the cooperative efforts of laboratory and college staff members.
- VIII. Physical facilities should be adequate to provide a range of first-hand experiences with children, youth, and adults in varied home, school, and community situations.

It is recognized that there is no one set pattern which would apply equally well to all institutions. Programs designed to meet the needs and abilities of students within a college must necessarily be planned in terms of the given situation. There are innumerable illustrations which might be used to show the ways in which institutions are modifying programs to provide prospective teachers with a wide range of direct and continuous contact with children, youth, and adults in school and community settings. Space in the present report does not permit treatment of more than a selected few of the many desirable practices now in use in member institutions. The illustrations in this chapter, and those in following chapters, are included to direct attention toward some aspects of current programs which seem to implement the foregoing principles. They are not intended to suggest plans or patterns to be adopted. To be functional in a given situation any one of the proposals would need to be adapted and modified in terms of the over-all curriculum of the college. Following the presentation of illustrations in this chapter, some questions regarding practices are raised; and in conclusion the committee proposes in a general way possible answers to these questions.



### GENERAL PRACTICES REGARDING PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

In the questionnaire used in this study respondents were asked to indicate professional laboratory experiences in which students participated prior to the student teaching experience. The data revealed the following:

1. Opportunities for professional laboratory experiences prior to student teaching are relatively uncommon. To illustrate this point ten items have been selected at random and are presented in Table 3. The number of institutions reporting the activity as "uniform" or "general" practice prior to student teaching is indicated, and in a column adjoining, the number of schools reporting "uniform" and "general" practice of the activity during student teaching.

TABLE 3. *Professional Laboratory Experiences Prior to Student Teaching*  
(A sampling)

Activity	Elementary				Secondary			
	Uniform Practice		General Practice		Uniform Practice		General Practice	
	Prior to St. T.	During St. T.	Prior to St. T.	During St. T.	Prior to St. T.	During St. T.	Prior to St. T.	During St. T.
1. Studying pupil records, personal traits and characteristics	27	57	10	24	24	42	6	26
2. Preparing instructional units	22	64	9	30	19	59	2	25
3. Guidance of children in developing study habits and techniques	9	68	11	31	8	54	7	30
4. Participating in and directing								
a. individual instruction	9	80	0	31	7	54	4	32
b. excursions and field work	6	48	6	45	3	21	0	33
c. social activities of pupils	1	43	3	27	3	27	3	19
5. Arranging work on bulletin boards and blackboards	10	86	3	29	11	62	2	34
6. Working on courses of study and other school committees	2	7	0	11	1	5	1	5
7. Using and helping to coordinate community agencies and resources	2	10	0	13	0	7	1	12
8. Participating in adult community activities	0	5	2	22	0	6	1	21
9. Critically evaluating teaching activities (own and others)	6	66	4	35	7	60	2	27
10. Attending professional meetings	2	31	4	25	3	22	1	23

2. In most situations professional laboratory experiences prior to student teaching emphasize *observation*. This ~~observation activity~~ has these features as indicated by the data:

- a. Most often done as a part of professional courses—seldom in connection with academic courses
  - b. Generally done in class groups—infrequently on the basis of individual assignments
  - c. Usually confined to school situations and, in most cases, to the campus school
  - d. Usually guided by the laboratory teacher
3. There is experimentation in the direction of providing for active participation in professional laboratory experiences prior to student teaching. This movement is accompanied by: (a) provision for more time in the program for laboratory activities; (b) inclusion of such activities in general education courses; (c) planning in terms of individual needs and abilities; (d) provision for a wider range of activities; and (e) cooperative guidance of students by college and laboratory teachers.
4. The amount of time required in professional laboratory experiences prior to student teaching differs widely among member institutions, some reporting none and others indicating as much as 850 clock hours.
5. More opportunities are provided in elementary education programs than in curricula for secondary teachers.

#### LABORATORY EXPERIENCES IN SCHOOL SITUATIONS AS A PART OF PROFESSIONAL COURSES

##### *Separate Courses in Observation and Participation*

Among the early attempts to give students contacts with children prior to the student teaching experience was the placement in the four-year program of one or more separate courses in observation. The nature of such courses and the placement of them in the total program indicated differences of opinion on purposes. For example, it was not uncommon to find a separate course in observation offered during the freshman year. Obviously this was an attempt to provide students with a background for later professional work. In other instances, however, observation courses were given during the junior year. Generally the purpose here was either gradually to induct the student into the full responsibilities of teaching or to provide direct contact with the teaching-learning situation at the same time the student was pursuing methods courses.

The fact that some institutions first offered an observation course

during the freshman year, later moved it to the sophomore year, and still later abandoned the course, indicates some confusion as to the purpose and value of such a separate course. It is not to be assumed that separate courses in observation are necessarily undesirable. Attention is called, however, to two major difficulties in their development. First, if the *only* direct experience the prospective teacher has with children, youth, and adults in school and community is confined to two periods of his educational program—a separate course in observation and a course in student teaching—the *principle of continuous contact* is not in operation. Less concentrated and more extended contacts in laboratory situations might better meet the need for continuous study of learners and teaching-learning situations. Second, if little or no help is given the student to relate his experiences in this course with his other college work the course in observation becomes a discrete entity with little carry over value to parallel or later related experiences. It does little to meet either the first or the second of the purposes of professional laboratory experiences named in Principle I—“(1) an opportunity to implement theory—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study. . . .”

At the present time some institutions continue to offer students a separate course in observation and/or participation as is shown by the data from the questionnaire. Of the 102 respondents on the elementary level, 41 reported that a separate course in observation was “uniform” or “general” practice. Eighty-four institutions responded to this question on the secondary level, of which 31 indicated it as “uniform” or “general” practice.

In many of these instances the course called observation is really a combination of theory and initial laboratory experience as is indicated in the catalog description of one such course.<sup>1</sup>

#### Education 203-204. Observation

This combined course in theory and observation deals with the development of the individual through all stages of growth with emphasis on the first eight years of life. It provides a foundation for curriculum development in succeeding years of study. It includes lectures, discussions, and observations of children at well-child conferences in the Lucy Wheelock Child Centre and in nursery schools, kindergartens and primary grades.

<sup>1</sup> Wheelock College, Boston, Massachusetts.

This combination of observation with theory is illustrated also in the following:<sup>2</sup>

Education 50a-150a.

Observation and Applied Techniques of Teaching in the Elementary School

This course is a prerequisite for assignments in student teaching. . . .

The class meetings at 9:00 during the first three weeks and the last week are for study and discussion by the entire group of problems of observing, participating and planning for teaching. During the remaining weeks of the quarter, each student will spend the 9:00 o'clock hour and four additional hours weekly in working under the direction of a teacher in charge of the grade which the student selected for intensive observational work.

Topics discussed during the class meetings of the entire group are as follows: (1) Purposes of the Course, (2) How to Observe, (3) Points to Observe (about the lesson, in the classroom) (4) Lesson Planning (5) Classroom Management and Discipline

During the first three weeks of this course, while the nine o'clock hour is being used for discussion of problems 1, 2, 3, and 4, students are observing as a class group four days a week, one hour per day. These observations are spread over the entire elementary school. At the end of this time each student selects an age group with which he would like to do intensive observation and for the following nine weeks works with this group and their teacher for nine hours each week. The final week of the course is spent in the college classroom. Discussion centers around evaluation of the work of the course and the fifth topic, Classroom Management and Discipline.

In this course, taken by students during the second half of the sophomore year, many students spend over 100 hours in direct contact with children and all students spend at least 90 clock hours in this laboratory experience. It is possible that for some students this is the first professional laboratory experience with children and they will not have any other until the period of directed teaching.

Another example of a separate course in observation and participation illustrates a still different technique.<sup>3</sup> During the sophomore year students who are majoring in elementary education take two courses which are designed to offer direct contacts with children: *The Evaluation of Teaching in the Elementary School* and *Student Teaching in*

<sup>2</sup> Colorado State College of Education, Greeley.

<sup>3</sup> North Texas State Teachers College, Denton.

*the Elementary School.* The first of these includes much class observation of children of differing age levels in the demonstration school. While the second is called "student teaching in the elementary school," actually the course compares more specifically with pre-teaching participation courses on other campuses. For that reason, it is discussed here as a separate course in observation and participation preceding student teaching. This would seem to be a logical interpretation of such a course since these same students during the senior year take a second sequence of courses: *Advanced Teaching Techniques for the Elementary School* and *Advanced Teaching in the Elementary School.*

A handbook for this course, *Student Teaching in the Elementary School*, was published by the School of Education in 1946. A few excerpts from this pamphlet will serve to describe the nature of the experiences the students have while taking it.

This course does not propose to test your ability as a teacher, nor to complete your preparation. Its purpose is to take you behind the scenes to see what some of the schoolroom problems are in directing children, in finding and using materials and equipment, in meeting unexpected situations, and in applying professional theory. Your experiences in this course should enlarge your understanding of children and how they grow and learn, make you acquainted with a teacher's problems and activities, and demonstrate to you your needs for study and growth during the next two years. It should firmly establish your convictions as to your decision to teach children and your pride in the profession you have chosen.

This class meets five days a week. You will spend four successive days in the classroom with the children and their teacher, and one day a week with the college teacher. . . . Since you will wish to have frequent conferences with the demonstration teacher, and since her very full program prevents her seeing you except at arranged times, you are expected to hold the three o'clock hour on Mondays, Wednesdays, and Fridays open for this purpose. . . . The weekly meeting with the college teacher is for the purpose of recognizing and analyzing what you have learned during the week, judging its worth and your own growth, comparing notes and sharing experiences with students in other schoolrooms. The college teacher will point out specific values, raise pertinent questions, and try to guide you in interpreting what you have been doing in relation to what you have read in the books, and to what is ahead of you. . . .

You will be studying under two supervising teachers, the demonstration teacher and the college teacher. . . . In general, the demonstration teacher will supervise the details of your activities in the classroom, what you are to do and when, your specific responsibilities and oppor-

tunities. She will be especially interested in that part of your planning which has to do with your actual teaching procedures, and in your participation in the group conferences. The college teacher serves as a coordinator and interpreter between your theory and practice. He will visit the classroom you are working in for brief periods each day you are there. He will be looking for evidences of your growth in your learning situation, and for opportunities to direct your thinking. He may note matters of interest which will be discussed later in your general conference with him. . . .

Your activities will be varied, ranging from simple "house-keeping" to directing the children's learning, but all of them will be the customary duties of a schoolroom teacher, and each of them will give you an opportunity to demonstrate your sense of responsibility, your alertness, your resourcefulness, and your teaching ability.

During your schoolroom hour you may be asked only to observe and listen. Be exceedingly watchful, take notes freely. . . . Frequently you will be asked to help individual children, to work with small groups, or to prepare materials.

There are four specific activities in which it is desirable for you to participate sometime during the term.

1. Go with the children on a field trip. Take part in the plans, the trip, and the discussion afterwards. This will enable you to see the children outside the classroom, and to observe their organization, self-control, social adjustments, etc.
2. Help to plan and present a classroom party or an assembly program. . . .
3. At least once during the term, take one whole day to visit a schoolroom at a different level from your own. . . .
4. It is expected that several times during the term you will teach the boys and girls, taking full responsibility for the class. You will not be permitted to do this until you and the demonstration teacher feel that you are ready and that you want to do it. It is not a requirement to be imposed upon you, but a goal for you to achieve. It is desirable that these teaching experiences be spaced at intervals through the term rather than occur all at one time. You will be asked to write lesson plans for these teaching experiences. . . .

Aside from these specific activities, there will be many things of a general nature for you to do. Take part in all that goes on as far as possible. Meet the children's parents, attend the Parent-Teachers meetings, and the Junior Assemblies. . . .

These three reports of separate courses in observation and participa-

tion illustrate three distinct methods now in use in teacher education institutions.

COURSE	METHOD
<b>"Observation"</b>	<p data-bbox="453 323 954 347">Emphasis upon <i>child growth and development</i></p> <p data-bbox="453 358 954 412">Use of observation of children to enrich the experiences of students in other courses</p> <p data-bbox="453 423 590 448">Observations</p> <ol data-bbox="481 459 954 646" style="list-style-type: none"> <li>(1) planned by instructor as needed</li> <li>(2) under his direction</li> <li>(3) class observation providing common experience for members of the group</li> <li>(4) effort to include participation experiences</li> <li>(5) limited number of direct experiences</li> </ol>
<b>"Observation and Applied Techniques of Teaching in the Elementary School"</b>	<p data-bbox="453 667 912 691">Emphasis on <i>observation and participation</i></p> <p data-bbox="453 703 954 756">Use of parallel class discussions to enrich the experiences in observation and participation</p> <p data-bbox="453 768 776 792">Observation and participation</p> <ol data-bbox="481 797 954 1081" style="list-style-type: none"> <li>(1) some common experiences in class observation early in semester</li> <li>(2) individual observation and participation in classroom over consecutive period of time</li> <li>(3) cooperative planning of activities by college instructor, laboratory teacher, and student</li> <li>(4) individualized—nature of activities based on needs and interests of individual student</li> </ol>
<b>"Student Teaching in the Elementary School"</b>	<p data-bbox="453 1102 760 1127">Emphasis upon <i>participation</i></p> <p data-bbox="453 1138 954 1219">Use of class periods to clinch learnings gained through participation, to evaluate growth of students, to share experiences</p> <p data-bbox="453 1230 770 1255">Observation and participation</p> <ol data-bbox="481 1260 954 1490" style="list-style-type: none"> <li>(1) no common observation experiences (students have had many the preceding semester)</li> <li>(2) pattern of expected activities but individualization within that pattern</li> <li>(3) cooperative planning of activities by college and laboratory teachers</li> <li>(4) emphasis upon evaluation of student growth</li> </ol>

It would be unwise to evaluate these separate courses in observation apart from a consideration of the rest of the college program. Whereas in one situation such a course may provide the only opportunity for professional laboratory experience prior to student teaching, in another situation a separate course in observation and participation may be one aspect of a total sequence of professional laboratory experiences extending over the four-year curriculum. In a few situations the separate course may be the only way at the particular time of introducing early laboratory contacts while in other situations a wealth of laboratory experiences may be included as integral parts of other professional courses.

### *Laboratory Experiences as a Part of Other Professional Courses*

**CLASS OBSERVATION THE MOST FREQUENT LABORATORY EXPERIENCE.**—A group of freshmen were taking a course in *Child Growth and Development*. They were studying characteristics of ten-year-olds. On a given morning they made plans to visit the fifth grade in the campus school a day or two hence. Preparation included getting background information concerning ten-year-olds in general and becoming informed about a particular group of children and their school program.

At the appointed time they went to the fifth grade classroom and found seats arranged for them around the sides and rear of the room. At the beginning of the observation each student was given a slip of paper containing children's names and their respective ages. For the next half-hour the teacher and children explored a problem in social studies through discussion and the use of maps. The college students were busily engaged taking notes anticipating two responsibilities: to record and evaluate what they observed and to participate in discussion of it.

At the prearranged time the discussion ended, the children went to the gymnasium and the teacher, observers, and college instructor moved to an adjoining room. Here the freshmen were given an opportunity to raise questions regarding the children whom they observed. When the class met the following day the discussion of the observation continued and effort was made to formulate some generalizations.

Observation of this type as a part of professional courses is the most frequently reported laboratory experience for students prior to student teaching. Of the 133 schools responding to this item on the elementary level, 105 reported that it was "uniform" or "general" practice. On the secondary level, 79 of the 109 responses indicate this to be "uniform" or "general" practice. The data reveal that such laboratory experiences are generally offered as part of such introductory courses as Orientation



and Introduction to Education; courses in psychology and human growth and development; general curriculum courses—The Child and the Curriculum, The Elementary School Curriculum; and courses dealing with principles, techniques and methods—Principles of Teaching, Methods of Teaching in the Secondary School, The Teaching of Reading.

While purposes in the minds of staff members and students planning for laboratory experiences as a part of professional courses differ from institution to institution, the kinds of experiences planned and carried out seem to indicate as general goals: to help the student gain understanding of children, of the role of the teacher in the classroom, of the total school program, and of the interrelationship of school and community; and to provide for continuous professional growth of teachers in preparation. The exact nature and extent of observation needed to achieve these goals are as widely varied as the courses themselves and the persons who teach them. Data presented as illustrative material and information gathered through conferences, both supported by responses on the questionnaire, seem to indicate that in general some preparation is made for observations and some follow-up discussion is held. Preparation may consist of one or more of a variety of activities, such as: (1) the college teacher presenting information about the children to be observed, the activity to be observed, general characteristics of age groups, or principles and techniques related to the teaching aspect of the activity to be observed; (2) the laboratory teacher participating in the college class to acquaint students with children and their program, suggest points of importance for observation, or recommend reading or other additional preparation; (3) students with college instructor and/or laboratory teacher planning for specific observation. Follow-up activities vary also. In a few situations laboratory teachers participate in college classes on days following observations. Inability to free laboratory teachers to function in this way is reported to be a widespread difficulty. One of the logical follow-up activities would be a second, third, or fourth observation of the same group of children. However, reference to any continuity in observation of a given group was seldom found in the data from any source.

Comments made by persons attending regional conferences and information obtained through visits to college campuses indicate that staffs of teacher education institutions feel dissatisfaction with the methods employed and the benefits derived from this most frequently reported type of laboratory experience, class observation as a part of professional courses. There is a widespread concern among college and

laboratory teachers that the full potentiality of this experience has not yet been explored. They suggest a need for experimentation in ways and means of improving the quality of class observation.

As valuable as group observation may be, its limitations as the major type of laboratory experience before student teaching must be recognized. The principles outlined in Chapter I call for other types of experiences which will provide more direct contact with learners and will allow for more continuous work in a teaching-learning situation. A number of the teachers colleges participating in this study are paralleling and integrating work in observation with other types of professional activities. The following pages report a range of helpful experimentation in this area.

**EXTENDING PROFESSIONAL LABORATORY EXPERIENCES IN A COURSE IN PRINCIPLES OF TEACHING.**—A sequence of four professional courses is required of all students majoring in secondary education at a teachers college:<sup>4</sup>

General Psychology—sophomore year

Educational Psychology—junior year

Principles of Teaching—junior or senior year

Student Teaching—senior year

The kinds of activities carried on by students in the last of the prerequisites to student teaching, *Principles of Teaching*, illustrate experimentation in the use of laboratory experiences in the program for prospective secondary school teachers.

For a number of years *Principles of Teaching* has been a participation course on this campus. The practice has been to assign each student to a classroom in our laboratory school—six weeks to a class of the first major and six weeks to a class of the second major. Participation rather than observation was encouraged. Under this plan the student spent five hours a week in the laboratory school and three hours a week in class at the college.

We felt that this participation experience was without doubt a valuable experience for the students, but at the same time we were not entirely satisfied. As a consequence, we made some changes in the procedure this year.

The following is a statement of objectives as it appeared in the syllabus for this course for the fall of 1946-47:

"This course has for its objective the helping of the enrollee to

<sup>4</sup> Ball State Teachers College, Muncie, Indiana. From a report furnished by Dr. H. A. Jeep.

become a student of teaching—to come to see student teaching as a problem to be studied rather than as a skill to be mastered. It should help the enrollee increasingly to assume the responsibility for his own growth. More specifically, this course should help the enrollee in identifying his own felt needs as a teacher, plan ways of satisfying these needs and carry out these plans.

“This course should make the enrollee increasingly aware of the learner—should give opportunity for the enrollee to study the learner in all situations. It should give the enrollees the opportunity to cut across subject matter lines, to see themselves as teachers of the ‘whole’ child and not as a teacher of mathematics, science, business education, Latin.”

The following is a very brief summary of some of the procedures used this year in an attempt at least partially to reach these objectives. The cooperation of the class sponsors for the junior and senior high school of the laboratory school was obtained. With the help of these class sponsors each college student was assigned to a number of individual junior and senior high school pupils. The college student was advised to follow these pupils from class to class and to try to see them in as many situations as possible. The college students saw their high school assignees at school parties, at the theater, at the corner restaurant, at the pupils’ homes, at Sunday School.

This work was all done on an individual basis and each college student worked independently in so far as schedule and activities were concerned. Although it seemed to go by consent that each college student would spend a minimum of five hours a week at the laboratory school (they met in class for group discussion twice a week), many of them spent more than this minimum time at the laboratory school or in other situations where they could observe their assignees.

About half of the group taught one or more periods during the term. Four students taught almost as much as they would have done as a student teacher. Several made visits to Central High School and other city schools to observe student teachers at work. At least two visited in out-of-town schools. One student spent a whole day in the public schools of a nearby city.

Individual conferences were held whenever the student felt a need and asked for such a conference. There were nineteen such conferences held throughout the term with a total enrollment of twenty-five for the course. Each conference lasted for nearly a full hour.

Throughout the course each class meeting was focused on the objective of getting the students to identify their own individual felt needs as a teacher and planning ways of satisfying these needs. All other objectives were merely incidental to this one major objective. The instructor tried to keep in the background as much as possible. He seldom set a

topic for discussion in an arbitrary manner. The topics for study or discussion in a great majority of the class meetings were selected by the students themselves.

In order to give some idea of the specific experiences the students had as they attempted to keep up with their assignees it would perhaps be most helpful to give the schedule for a few representative students for one week. It should be kept in mind that these schedules will not be the same for any two weeks of the term and it should also be remembered that each individual student worked out his own schedule in terms of his own felt needs.

SCHEDULES OF REPRESENTATIVE STUDENTS IN EDUCATION 350 FOR  
THE WEEK OF NOVEMBER 4.

*Mrs. A.*

November 4, 5, and 6 participated and observed in Home Economics 40 at 1 o'clock. November 7 and 8 participated and observed in Home Economics 20 at 11 o'clock.

*Miss B.*

November 4, 6, and 8 participated and observed (assignees) in Home Room at 10 o'clock. November 5 and 7 taught second grade music class.

*Mr. D.*

November 4 at 10 o'clock administered and discussed a test built for an English class. November 4 at 3 o'clock worked with individual students on student forum broadcast. November 5 at 10 o'clock had a conference with a social science teacher concerning the broadcast. November 6, 7, and 8 at 10 o'clock participated and observed in English 30 class.

*Miss C.*

November 4 at 1 o'clock participated and observed in grade music. November 5 at 9 o'clock participated and observed the high school band. November 6 at 2 o'clock participated and observed with beginning band. November 7 and 8 participated and observed at 10 o'clock and at 1 o'clock in orchestra and grade music.

*Mr. E.*

Participated and observed every day at 11 o'clock in an industrial arts class.

*Mr. F.*

Discovered a deaf-mute in the laboratory school. Tutoring her in mathematics every day at 2 o'clock.

*Mr. G.*

November 4 at 10 o'clock participated and observed in science class. November 5 visited student teacher at work in Central High School. November 6 at 1 o'clock participated and observed in a 9th grade

mathematics class. November 7 at 11 o'clock participated and observed in Art 40. November 8 at 9 o'clock Social Science 20.

*Mr. O.*

Spent three hours in conference with teachers discussing the behavior of some of the children at the school's Halloween party (which he had visited the preceding week). November 4 at 8 o'clock, senior high school band. November 5 and 6 at 2 o'clock, 8th grade classroom. November 7 at 11 o'clock visited 8th grade physical education.

*Mr. L.*

Worked every day at 3 o'clock in a physics class.

*Mr. M.*

November 4, 5, 6 and 7 at 11 o'clock participated and observed in Social Science 30. November 8 taught the same class.

*Miss S.*

Participated and observed every day at 1 o'clock in grade music.

In order to give another picture of the kind of experiences had by students in this course selections from the reports on one student are presented to give an idea of his experiences for the entire term.

During the first three weeks he spent his time in contacting and observing his individual pupils in all their classrooms. He also observed them on the bus, at school parties, on the street. He visited several of their homes.

About the fourth week it occurred to him that the teachers his pupils had in the grades might be of help to him. As a result, he contacted all grade teachers who knew his assignees. He was particularly stimulated by a conference with the Kindergarten teacher concerning one of his pupils. "Why are we as secondary teachers not given the opportunity to learn more about the elementary child? We know very little about how the junior high school child gets that way."

Mr. D's activities for the week of November 4 are given above. Some of his other experiences for the term were:

November 11 at 10:00 and 2:00 and at 3:00 worked with four assignees on their program for the student forum broadcast.

November 12 at 10:00 participated and observed in a junior English class.

November 13 the same program as for November 11.

November 14 at 10 o'clock participated and observed in a junior English class.

On November 15 at 10 o'clock administered a standardized reading test to the junior English class.

On November 18 at 10 o'clock had a conference with the eighth grade teacher concerning assignees.

On November 19 at 10 o'clock discussed the reading test with the junior English class.

On November 20 at 9 o'clock had a conference with the Latin teacher.

On November 21 at 11 o'clock had a conference with the social science teacher and at 1 o'clock a conference with an assignee; at 2 o'clock had a conference with another assignee; at 3 o'clock had a conference with the school nurse and at 4 o'clock met the parents of an assignee.

On November 22 and 23 at 11 o'clock observed in junior social science class.

(On November 25, 26 and 27 one of the teachers with whom he had been working a good deal was ill.) Had the opportunity to take over four classes on each of these three days. Schedule for these three days was: 9 o'clock, junior social science class; at 10 o'clock an 11th grade English class; at 2 o'clock another 11th grade English class; at 3 o'clock an 11th grade social science class.

At the end of the term this student handed in a case study on one of his assignees.

The foregoing record of Mr. D's activities illustrates a number of significant characteristics of professional laboratory experiences as a part of a professional course. Note the *flexibility* in his program which permitted Mr. D. to use his judgment in selecting among many possibilities those activities which would best meet his needs. But Mr. D. was not left to pursue his choices without *guidance*. Two persons were particularly concerned with his growth at this time—the college instructor and the laboratory teacher. Both conferred with him regularly to help him relate his direct experience to his own background and to the rest of his college work and to assist him in planning next steps in his program. To do this the college instructor needed to be in close contact with the laboratory situation and with Mr. D's assignees. This aspect of the program is worthy of recognition. The data of this study show that such contact of college instructors with laboratory situations is *unusual*. Principles discussed in Chapter I make imperative *coordination* of the efforts of college and laboratory teachers. Mr. D's program

also illustrates activities in which students might engage to further *understanding of the whole child*. He observed his assignees not only in the classroom but also in other school activities. He found occasion to see his students outside of school and to confer with others who might throw light on his understanding of assignees—school nurse, other classroom teachers, parents.

Another of the member institutions is experimenting with the same course, *Principles of Teaching in the Elementary Grades*, as it is developed during the junior year with students preparing to enter the elementary field.<sup>5</sup> As a part of this course, each student is assigned to a laboratory teacher who takes the responsibility of planning with the student the kind and amount of participation which seems good for the student. In general, students engage in this program with the teacher with whom they will be doing student teaching the following semester. It is believed that this provides a gradual adjustment both to the work and to the laboratory teacher that makes for better understanding, efficiency, and enjoyment, and therefore, better progress than might otherwise be true. Each student keeps a daily record of what he does and is encouraged to evaluate his experience with the critic teacher continuously. There is no set limit as to the maximum time a student might spend in the selected classroom. All students spend four hours per week and most students add to these required hours all the time they can afford from the rest of their college program and obligations.

The instructor of the college course is the college supervisor of student teaching also. While the major responsibility for guidance of students during this participation rests with the laboratory teacher with whom they work, the college instructor keeps in close touch with the growth of each student. Frequently conferences are held with student, laboratory teacher, and college instructor participating in a discussion of the problems of the student. Class discussions in the course, for a part of the time at least, deal with what seem to be universal problems students are meeting in elementary school classrooms.

One student's record of her participation in a first grade showed that she had done the following things, among others, during the semester: hectographed citizenship sheets for report cards, checked pupil cumulative records, helped children with seatwork, worked with individuals along various lines, prepared cards for vocabulary building,

<sup>5</sup> Indiana State Teachers College, Terre Haute.

arranged the room, carried out routine duties, put daily news on the board, made sets of seatwork, wrote business letters, made charts, addressed letters to parents, graded papers, and took children to the nurse, to rest rooms, libraries, and so forth.

The trends in the development of these two courses in *Principles of Teaching* are interesting in their likenesses and their differences. In both situations, guidance of students during participation is the joint responsibility of college and laboratory teachers. In the first, however, major responsibility rests with the laboratory teacher. In both situations emphasis is placed on participation rather than on observation alone. Students in both institutions have sufficient flexibility in their programs to permit them to use judgment in planning their activities to meet their own needs. One significant difference should be noted. In the first situation students cover a wider range of activities. They engage in extra-curricular enterprises, observe and confer with students in out-of-school situations, and have contacts with other persons dealing with the same children under other conditions. On the other hand, in the second situation participation is confined mainly to the classroom activities of children.

**LABORATORY EXPERIENCE AS A PART OF THE COURSE IN INTRODUCTION TO TEACHING.**—This course is not to be confused with *Introduction to Education* which is a course usually placed early in the professional sequence and designed to introduce the student to educational practices and problems through an overview or orientation. The course *Introduction to Teaching*, like *Principles of Teaching* in other institutions, is usually placed just prior to the laboratory experiences known as student teaching and is of a rather intensive nature with reference to laboratory experiences. Two such courses will be described briefly. In the first program *Introduction to Teaching* is a required course in which the student who has met the requirements for admission to student teaching works under guidance in the laboratory school for the purpose of becoming oriented to work with children and *in order to plan the teaching for which he will be responsible during the subsequent term.*<sup>\*</sup>

This course includes laboratory experience of a rather intensive nature. The student spends one hour per day, five days per week, in the class with the children, and one hour per week in addition in conference with the supervisor. Briefly, the student performs the following activities: studies children (directly, and from their records); makes an intensive case study of two or three children; gets an orientation into

<sup>\*</sup> State Teachers College, Bemidji, Minnesota.



the teaching of the particular level and fields in which he will teach; plans the work to be done the following term as a responsible student teacher; becomes acquainted with the laboratory school, its curriculum, philosophy, practices, routine, personnel; gets an introduction into applied methods, and participates on a gradually increasing scale in the activities of the children, helping them with their work, possibly giving tests, performing demonstrations, erecting a bulletin board; and writes daily observations of the work of the supervisor or of the responsible student teacher then at work with the group. There may be variations of this according to the differences in student, fields, levels, supervisors, but this is the basic core of the program. This course is followed by two quarters of student teaching, five hours per week (one hour per day) for eight hours credit.

The course in *Introduction to Teaching* in the second situation has not only many of the desirable experiences referred to in other programs, but also has one additional feature which is worthy of note.<sup>7</sup> The staff of this institution feels that it is very important that prospective teachers come in contact with typical field schools and typical field problems as early as possible in the teacher education program. Hence, a policy has been established of assigning students to field teachers for periods of from one day to one week. In accordance with this policy each student is asked to select a school near his home and to visit that school during the opening days in the fall of the year in which he takes *Introduction to Teaching*. The college communicates with the principal and the teacher selected regarding the types of experiences desirable for students during this visit.

At two other times during the semester each student spends two days in a field school. This may be the same school in which he visited before, or it may be a different school in a different neighborhood. The purpose of these visits is not to provide students with an opportunity to teach children. Rather, they are set up to provide for a general orientation to the profession of teaching, to the study of children, and to current methods and materials in elementary education.

The extent and nature of activities carried on by students in courses called *Introduction to Teaching*, and taken just prior to student teaching experiences, would seem to depend largely upon the kinds of professional laboratory experiences they have had previously in their college program. For example, if this course offers students their first laboratory experience, and in many institutions it does, it becomes a method of gradual induction into student teaching activities. As such,

<sup>7</sup> State Teachers College, LaCrosse, Wisconsin.

it includes much observation and study of a given group of children and their school program. However, in other institutions the course is one in a series of courses which offer laboratory experiences. In these instances it is likely that activities of individual students are planned with them to meet their needs and to fill gaps which appear in their total experience.

In any case, where such professional laboratory experiences are offered as a part of the course *Introduction to Teaching*, the principles outlined in Chapter I of this report suggest that greatest benefit is derived where laboratory experiences are coordinated with the total program, where guidance is a cooperative venture of college and laboratory teachers, where the nature and extent of activities are determined by individual needs and abilities of students, and where evaluation is based on the growth and development of each student.

A JUNIOR PRACTICUM PROVIDES LABORATORY EXPERIENCES AND WORKS TOWARD THE INTEGRATION OF PROFESSIONAL COURSES.—A *Junior Practicum* which has been in operation since 1940 in one college illustrates still another means of planning for professional laboratory experiences for students.<sup>8</sup> As a part of the work of the junior year students spend six weeks in the public schools. These six weeks are not in one continuous sequence, but are spread throughout the year—one week in October, two weeks in December, and three weeks in May. Full time is given to the work of the practicum during the given weeks and parallel college classes are discontinued for the several weeks of the practicum. The students are guided in this work by a member of the college faculty and the laboratory teacher with whom they work during the six-week period. (In general, the student returns to the same laboratory situation for each of the periods of work.) Other staff members with whom the student is taking work also share in supervising the student in the laboratory situation and all classes taken during the junior year draw upon the student's experiences during the practicum periods.

Students go to the schools during these periods to observe and to help where they can. They are frequently assigned problems by the cooperating teachers to be worked out in their college classes. Students have been assigned the task of preparing units of work in science or social studies to be developed with the children when they return to the school. The following basic statements represent the philosophy on which the program of the *Junior Practicum* is based:

<sup>8</sup> State Teachers College, Jersey City, New Jersey.

- "1. Students should have contact with practical situations while taking courses in education.
2. This experience is more beneficial if spread over a year than if concentrated in one continuous period of time.
3. Students should make a contribution to the school when they can; the idea of service stimulates professional growth on their part.
4. Cooperating schools and college faculty should plan students' activities together."

The particular activities of any student are designed by the college adviser, the cooperating teacher, and the student in joint conferences. A list of suggested experiences, developed by an advisory board made up of college teachers and principals and teachers from the cooperating schools, is available to students and teachers. While no attempt is made to see that every student has all the suggested experiences, the list does serve in the process of guiding students.

### *Junior Practicum*

#### *Suggested Experiences*

- I. Finding Out About the Community
  1. Making a map of the community
  2. Visiting the fire house, postoffice
  3. Noticing vacant lots, city park, playgrounds
  4. Finding out about musical activities
  5. Discovering different ethnic groups which make up the population
  6. Making a brief written statement of the above items which the principal might read, criticize and discuss with the student
  7. Knowing about medical and clinical resources
  8. Learning to know and respect what the community demands of a teacher
  9. Discovering what the community may contribute to differing age levels within the school (e.g. playgrounds, museums)
  10. Discovering opportunities in which the pupils may serve the community
  11. Noting housing facilities of various sections
  12. Learning about transportation facilities
  13. Visiting municipal and other social agencies
- II. Knowing About the School System
  1. Conferring with superintendent about the administration and its relation to classroom teaching
  2. Finding out how the various departments contribute to the adjustment of each child

3. Visiting schools of varying types within the system
4. Attending general teachers' meetings
5. Confering with superintendent, principal and teachers about the varying needs which make schools differ
6. Becoming familiar with courses of study and noting points which fit the community
7. Finding out what is required by law
8. Studying the register

### III. Discovering the School

1. Touring the building
2. Knowing system for distribution of supplies
3. Observing in different grades from Kindergarten through Grade 8
4. Talking with the custodian concerning his work
5. Sitting in on principal's conferences with pupils regarding discipline, truancy, and tardiness
6. Attending faculty meetings
7. Spending some time in office, listening and assisting
8. Locating and studying visual, reference and other teaching materials
9. Listing the goals which the school appears to be striving for
10. Learning about fire drills
11. Taking charge of play ground
12. Attending assemblies

### IV. Studying the Classroom and Teaching Procedures

1. Observing activities of different age and grade levels
2. Observing activities which bring out different types of pupil behavior
3. Observing procedures in giving directions
4. Observing regulation of light, temperature
5. Regulating light and temperature
6. Caring for plants and for animals
7. Remembering, for later recording, good procedures for dealing with individual differences of pupils
8. Knowing curriculum requirements for different groups
9. Contributing books, materials or special information to a group
10. Talking with principals and teachers about philosophy, principles and procedures
11. Securing and preparing instructional materials
12. Diagnosing needs of particular pupils in various subjects
13. Planning and giving remedial work after diagnosis
14. Taking a class for a time
15. Planning and teaching a lesson
16. Exploring the neighborhood for possibilities in science and social studies teaching
17. Observing ways in which teachers motivate work

18. Noticing differing levels of growth in a single room
19. Following up a teacher's work with particular children
20. Analyzing the role of the teacher in various activities
21. Observing different types of teachers and teaching
22. Discovering problems to be explored further in the college class
23. Teaching something under supervision
24. Learning about the particular demands of the community in subject matter areas
25. Discovering what subject matter they must know in order to teach
26. Teaching spelling: keeping records and correcting the papers; helping individual children
27. Making charts of individual and class progress
28. Correcting papers
29. Teaching games
30. Making equipment for visual education
31. Helping to teach part singing
32. Assisting in dramatics
33. Singing alone and with children
34. Reading to children
35. Recording marks and grades
36. Constructing and giving simple tests

#### V. Knowing About the Home

1. Visiting some homes
2. Learning about home backgrounds from principal and teachers
3. Accompanying nurse or social worker on home visits
4. Attending conference of mother and teacher
5. Listening to health conference between nurse and child or parent
6. Attending P.T.A. meetings
7. Taking sick child home in emergency

#### VI. Understanding the Child

1. Playing with children
2. Encouraging children to be helpers
3. Helping children with individual problems
4. Watching a health examination
5. Noticing difference in height and weight at different age levels
6. Assisting children in respecting the rights of others
7. Participating naturally in children's own investigations
8. Listening to a parent discussing her child
9. Observing children at lunch
10. Observing children at work and play
11. Discussing with children their likes and dislikes
12. Guiding children in utilizing many sources of information
13. Aiding children to select books with greater discrimination

14. Noting child's behavior when parent or maid calls for him
15. Finding out how child gets to school
16. Seeing child's health record
17. Finding out what child does out of school
18. Listing direct quotations from children of different age levels
19. Studying the spelling difficulties of children
20. Studying the written language pattern of different age groups
21. Analyzing a few children for differences in physical, mental, emotional and social status
22. Finding out from children and from other sources why the children are not succeeding in any part of their work

PROVIDING EARLIER LABORATORY EXPERIENCES THROUGH A FRESHMAN ORIENTATION COURSE.—Each of the foregoing courses has been a part of the work of the junior or senior years. It has been pointed out that laboratory experiences prior to student teaching are, in present practice, most often included as a part of professional courses in the junior and first part of the senior year. This is true of each of the three major curriculum patterns described in Chapter II. Some colleges, however, are exploring the need for students to have earlier contacts with children and with teaching-learning situations. They believe that course work takes on new meaning when reflected against real situations and that growth in understanding individuals, children and adults, is slow and requires experiences in many different situations.

A freshman course in *Observation and Reading* illustrates one such exploratory study.<sup>9</sup> This course serves several purposes, one of which is to orient the student to the school as an agency in society and to teaching as a profession. All students take the course during the first semester of the freshman year. The content of the course is divided into four major units: (1) orientation to college and teaching; (2) children and youth—the center of the education process; (3) education and social change; and (4) reading needs of teachers.

In Unit I students are offered experiences which will help them to understand and become adjusted to living in a college, with special emphasis upon the function of a teachers college. The second half of this unit deals with experiences which introduce the student to teaching as a profession. The major part of the time during this period is spent in observation of groups of children and youth in the laboratory school. In general, the procedure followed includes: (1) setting the stage for the observation through discussion and reading regarding characteristics of the age level to be observed, the daily program of

<sup>9</sup> Illinois State Normal University, Normal.

the particular classroom, and reasons behind the activities in which the children or youth are engaged; (2) class observation of the group of children or youth; (3) follow-up discussion with the teacher of the group and the college instructor; and (4) further analysis through reading and discussion in the college class.

Other units of the course are developed in much the same manner and include such laboratory experiences as observation of children and youth in out-of-school situations, group visits to schools with varying philosophical orientations, study of curriculum materials designed to meet current social trends, and informal discussions with teachers in service. However, the number of laboratory experiences offered in connection with Units II, III, and IV of the course is limited and depends largely on the instructor of the course.

Since for such activities each class is limited to twenty-five members, it becomes necessary to have several sections of *Observation and Reading* for the complete freshman class. Not all instructors are equally convinced of the value of the laboratory activities. Hence, it happens that the quality and amount of such experiences differ widely from one section to another. The several staff members who were interviewed regarding this particular aspect of the professional program raised various problems. Should this course be offered the first semester of the freshman year? Are students mature enough to derive much value out of such experiences at this time or would it be better to place the experiences later in their four-year program? How can the value of laboratory experiences be proved to all staff members so that some students will not miss the opportunities through failure of the staff member in charge of their section to provide them? Are twenty-five students too many to be observing in one classroom at a given time? Do such observations interrupt the on-going program of children and youth? How could common experiences be provided for these groups of freshmen without having the whole section in a given room at a given time? Is it important that the experience be common in every detail? Should these students also observe in other school situations in addition to the campus school? If they are to get an accurate orientation to the teaching profession, should they have some experiences with those responsibilities of a teacher which are not confined to work in a classroom?

The answers made to questions such as these are important in the development of the teachers college curriculum. Based first upon a careful study and application of the best that we know about the

competencies, abilities, and needs of young college students and about the nature of the learning process, answers made must be further tested in a variety of situations. Experimentation such as that just reported is significant and it is to be hoped that the staff will keep careful records of their work and findings and share them with other colleges concerned with the same basic problems. At the same time it is to be hoped that other groups will experiment in other ways with the use of laboratory experiences early in the college program.

**EARLY LABORATORY EXPERIENCES THROUGH WORK IN CHILD GROWTH AND DEVELOPMENT.**—Another serious attempt to acquaint students with children early in their college career is being made in courses in child development. For example, in one institution:<sup>10</sup>

During the third quarter of their sophomore year all students expressing an interest in teaching in the elementary grades are required, and others are urged, to pursue a course in Child Growth and Development. This course affords firsthand study of the child through the facilities of the Campus School and the cooperation of its faculty.

While the study of the child in the foetus and neonate stages is made through the cooperation of the local hospitals, emphasis is placed upon the observation of children of kindergarten and elementary school ages in their physical-motor, social-emotional, intellectual and aesthetic development. This is best accomplished in the classroom and on the playground.

In addition to their reading and observation, students are given the opportunity to hear the various classroom supervisors present the typical characteristics of children at each age level. Many examples are cited.

Observing in the Campus School and becoming acquainted with its teachers serves a dual purpose. While teaching and its techniques are not emphasized, interest in the profession is aroused and is a determining factor in many of the decisions made concerning teaching.

The value which this staff places upon earlier contacts as a basis for creating professional interest and determining the soundness of the individual's choice of the teaching profession is interesting and worthy of mention. Only as students experience working with children and adults in teaching-learning situations can they realize the satisfactions or lack of satisfactions that teaching holds for them. Only as those advising with these students see them in varied situations can they really

<sup>10</sup> State Teachers College, Eau Claire, Wisconsin.



know their potentialities for becoming the type of teacher needed today.

*Laboratory Experiences as a Part of the Entire Professional Sequence*

As has been indicated previously, the majority of direct contacts offered intending teachers are found in professional courses. Therefore, it is reasonable to assume that the earlier such courses are placed in the college program, the earlier students will meet these opportunities. It should be noted, however, that the principles set up by the committee do not imply that professional laboratory experiences should be confined to professional courses. When the possibilities of extending these contacts in general education have been explored, more opportunity for firsthand experiences will be found in programs in which the first two years are given entirely to general education. At the present time, early laboratory contacts are most often found in the colleges having a planned professional sequence extending over the four-year period.

A FOUR YEAR PROFESSIONAL SEQUENCE.—The professional sequence now in operation in the State Teachers Colleges of New York, is described on page 55. A large part of the work in this sequence is made up of a variety of professional laboratory experiences planned in such a way that students have continuous contact with children over the four-year period. For example, during the freshman course in *Child Growth and Development* all students have such opportunities as observing children of all age levels in the campus laboratory school, making individual case studies, observing and studying one or more children in a home situation. This work continues throughout the freshman year.

One of the more unique features of this sequence is the provision for periods of consecutive participation during the sophomore and junior years while students are taking the course called *The Child and the Curriculum*. Staffs have experimented widely with a number of arrangements for making participation experiences most valuable to students. In one college in the State the plan in operation calls for two weeks of consecutive participation during the spring term of the sophomore year and two weeks during the fall term of the junior year. Students spend one hour a day in the same classroom. As is true in all cases, this phase of the program should not be evaluated except in relation to the total sequence. It must be remembered that all students have had many experiences with children in and out of school all along the way and that all students will have, following the junior participation, a semester of full-time student teaching. Immediately before en-

tering upon the two weeks' participation each student spends one week becoming prepared for this experience through individual and group conferences, such as a class discussion of participation responsibilities, a small group conference with the campus school instructor, a small group or individual conference with the instructor of the college course in *The Child and Curriculum*.

The work in participation is directly under the guidance of the campus school teacher in whose room the student works. However, the college instructor and the student have kept records of the student's growth and needs prior to this time. The laboratory teacher works closely with the college instructor and the student in planning experiences and in using and adding to the record of the student's growth, needs, and interests. All the activities of students during participation are made part of class discussions immediately after the period of concentrated participation.

It is expected, of course, that experiences of participating juniors will be different from those the sophomores have. In order to provide for a balance in experience and to avoid gaps, it is planned that certain aspects of the educational program for children will be emphasized during the sophomore year and that other aspects will be added the junior year. This framework of areas to be emphasized, both in the course and the parallel laboratory experiences, and the needs and interests of individual students provide the basis for the selection and organization of activities.

The following report indicates the type of material covered by one group of sophomore participants:

In their sophomore course, *The Child and Curriculum*, students covered in their work such large areas of content as:

1. The social backgrounds of education with an emphasis upon the various community agencies contributing to the welfare of children.
2. The varying purposes of education with an emphasis upon the purposes the elementary school is serving today.
3. An overview of the various materials of instruction—to see the application of these to various age levels, and to various curriculum fields in the elementary school.
4. An overview of curriculum planning for children with the varying responsibilities of the state, the community, the local school staff, the teacher, and the place of pupil-teacher planning. Students will be helped through a knowledge of long time planning for particular groups, of daily programs for children of different age groups, or by working upon single lesson planning for children.

5. An overview of curriculum guides including materials and experiences in the fields of social studies, science, health and physical education. (While each of these has been presented in terms of varying needs of children, it is concrete experiences with children which make them most meaningful.)

The program in *The Child and Curriculum* for these same students during the junior year is indicated in the following excerpt from a letter sent to the campus school teachers with whom they were about to work.

This fall semester of *Child and Curriculum II* includes materials related to language arts and mathematics. So far this fall, the students have had in the field of language arts:

1. A brief overview of the language arts program and a statement of the objectives.
2. Consideration given through readings, discussion and observations to the oral and written expression, spelling, and penmanship phases of the language arts program for elementary schools.

Emphasis in this phase of the work has been given to the importance of helping children in their speaking and writing to develop the following four abilities:

1. Ability in selecting ideas to express
2. Ability in speaking and writing clearly
3. Ability in speaking and writing correctly
4. Ability to observe social amenities

Various forms of oral and written expression and the school situations or activities which give rise to the normal use of these four have been considered at some length. The place of effective practice to develop adequate skill in these, at different grade levels, was likewise a part of this, too, as were acceptable elementary school programs in spelling and penmanship.

Such information is shared continuously with laboratory teachers. This sharing between college instructors and laboratory teachers makes possible more careful guidance of students during participation and a greater degree of integration of practice and theory.

Following participation, students are asked to share in class discussions the experiences in the campus school which helped them to understand more clearly points discussed in class prior to participation. In addition, it is planned to have students in a small group conference interpret language and other activities of the particular grade level at which they participated in the light of principles set up and used in previous observations. This seems an appropriate procedure for making the work of *The Child and Curriculum* course more functional and for relating it to actual experiences of children in the campus school.

**A TWO-YEAR PROFESSIONAL SEQUENCE.**—The students and staff of one teachers college have been working cooperatively in revising the two-year professional sequence for the purpose of more closely integrating theory and practice.<sup>11</sup> The organization and administration of the professional curriculum as proposed draws upon the idea of the integrated education core. From eight to twenty students will work with children and a coordinator over a period of *two years*. Within a flexible framework of professional courses, seminars, and laboratory experiences set up as suggestive, students and coordinators plan their work around the problems met in direct contacts with children. The extent of professional laboratory experiences provided in the program prior to student teaching is indicated in the proposed program which all students follow during the junior year (the first year of the professional curriculum):

3 weeks full time in the laboratory school (4½ days per week, ½ day per week in seminar)

9 weeks background materials

Language arts; reading, oral and written language

Fine and industrial arts

Adolescent development

9 weeks full time in laboratory school (4½ days per week, ½ day per week in seminar)

3 weeks background materials

Language arts; reading, oral and written language

Fine and industrial arts

Adolescent development

12 weeks background materials

Social studies and science

Music

Children's literature

The nature of the professional laboratory experiences designed for each of these periods in the laboratory school is indicated in the following chart:

Period in the Program	Suggested Professional Laboratory Experiences
Junior Year	
<i>First period</i>	Students should observe children at work.
3 weeks full time in laboratory school	Students might help individual children or small groups.

<sup>11</sup> State Teachers College, Willimantic, Connecticut.

Period in the Program	Suggested Professional Laboratory Experiences
	<p>Critic teachers and students would have frequent conferences.</p> <p>The coordinator would make himself available for consultation and possible observation with (not of) the student.</p> <p>Services of specialists would be made available when needed.</p> <p>Students would keep some kind of day-to-day record of problems.</p> <p>There would be social get-togethers.</p> <p>Students should do some simple research in connection with laboratory experiences. (Example: (a) locating suitable songs to present in classroom situations, (b) preparing materials and setting up classroom environment).</p>
<p><i>Second period</i> 9 weeks background materials</p>	<p>There would be intensive study of important phases of three specialized areas: reading, oral and written English, fine and industrial arts.</p> <p>Coordinators, students, critic teachers, specialists, administrators and others involved in building a program around the above mentioned areas would be cognizant of the need for balance between class periods and preparation periods—library work, workshops, direct contacts.</p> <p>Contacts with children would be a part of the study in each area wherever possible.</p>
<p><i>Third period</i> 9 weeks full time in laboratory school</p>	<p>(Students would go back to same room in which they had three weeks introductory period.)</p> <p>There would be frequent "on the spot" conferences with critic teachers.</p> <p>Students would take responsibilities according to growth status and interests.</p> <p>Students would relate a large part of this laboratory period to the language arts and fine and industrial arts.</p> <p>Differences in philosophies, procedures and methods would be brought to light and examined.</p>

Period in the Program	Suggested Professional Laboratory Experiences
<i>Fourth Period</i> 3 weeks background materials	Continuation of study in special areas named above with use of professional laboratory experiences wherever and whenever needed.
<i>Fifth period</i> 12 weeks background materials	Intensive study in large areas of music, social studies, science, and children's literature with professional laboratory experiences continued as needed.

The students follow a similar program during the senior year, the periods in the laboratory school allowing for increasing responsibility on the part of the student and being their student teaching. Through these contacts spread over the two-year professional program the faculty and students aim to provide these experiences:

1. Studying children
  - a. Making continuous comprehensive studies of the needs of children in the light of the best available knowledge of child behavior and against the background of the requirements of a democratic society
  - b. Making comprehensive studies of children as complete individuals functioning in a variety of situations
 

Studying and contributing to a continuous accumulation of knowledge pertaining to the child's:

(1) Health development	} in the home, school, and community
(2) Social development	
(3) Emotional development	
(4) Intellectual development	
  - c. Developing a love for children and concern for their well-being
  - d. Studying areas of influence in the child's development
    - (1) Area of affectional relationships
    - (2) Area of cultural relationships
    - (3) Area of physiological organism
    - (4) Child's concept of self
    - (5) Area of relationships with peers
2. Studying the child's community as a means of interpreting the child's needs, as a basis for the establishment of community and school relationships, and as a basis for the organization of community-centered units of study
  - a. Understanding the forces which play upon the social judgments, the sense of human values, and the personal goals of children and youth
    - (1) Studying the learner's experiences
      - (a) On the playground
      - (b) In recreational centers

- (c) In listening to the radio or attending motion pictures
    - (d) In reading newspapers
  - b. Becoming familiar with the resources of the community for the education of children, such resources as offer opportunities for broadening the pupils experiences
  - c. Helping children to interpret conflict found in community life, and wherever possible, to minimize and resolve some of these conflicts
  - d. Promoting constructive home and school relationships and sharing educational responsibilities with the parents
- 3. Planning instruction which is designed to meet the needs of children on the basis of a knowledge of pupils and the community in which they live, and in light of the requirements of a democratic society
  - a. Evaluating the routine, imitative, perfunctory, and mechanical performances now dominating our public schools
    - (1) Inflexible time schedules
    - (2) Subject-matter-minded administrators and teachers
    - (3) Community prejudices
    - (4) Insistence of parents on exclusive concentration upon mechanical skills
    - (5) Fixed courses of study
  - b. Developing skills necessary for creative leadership in the shaping of the learning environment for children and youth
    - (1) Understanding the role of general objectives in teaching
    - (2) Relating general objectives of education to the local situation
    - (3) Learning how to guide pupils' experiences and how to use subject-matter and materials effectively
- 4. Participating in curriculum planning in the light of children's needs in a given situation and in the light of the requirements of a democratic society
  - a. Participating in planning the total school program
  - b. Participating in planning the total curriculum for a given group of children
  - c. Making daily plans for a given group
  - d. Learning how to enlist the interest and cooperation of children in planning for a given situation
- 5. Organizing instruction
  - a. Organizing units of learning, activities, et al., in terms of general objectives of education and in the light of the needs of children in a given community
  - b. Organizing the daily program that instruction may be effective
- 6. Evaluating pupil growth
  - a. Becoming acquainted with and using techniques designed to reveal the extent to which basic educational objectives are being attained
  - b. Revising instructional practices in light of the needs revealed

- c. Helping children to evaluate their own growth and to set standards of performance for themselves
- 7. Participating in school management: cooperative school administration
  - a. Participating in the development and adoption of policies
  - b. Learning the techniques of cooperative administration
  - c. Studying school organization and management
    - (1) Care of classroom
    - (2) Arrangement and use of classroom equipment
    - (3) Classroom supplies, kinds and uses
    - (4) School records and reports
    - (5) School rules and regulations
    - (6) School Laws
    - (7) Classification and promotion of pupils
    - (8) Control of pupils
  - d. Working with member of school staff
    - (1) School board
    - (2) Janitor
    - (3) Librarian, nurse, physician, supervisor, superintendent, teachers, visiting teachers, attendance officer
- 8. Understanding the broader problems of the profession and the relation between school and society and participating wherever possible in efforts to solve these problems
  - a. Studying the problem of extension of equalization of educational opportunity
  - b. Becoming aware of the social and economic conflicts which imperil free public education and participating wherever possible in fighting attempts to intimidate and discredit the teaching profession
  - c. Studying and participating in efforts designed to work out solutions to problems of security and tenure, salary levels, educational freedom, political interference in school management, and the like
- 9. Developing human relationships
  - a. Respect for others
  - b. Developing leadership
  - c. Professional ethics
- 10. Understanding the nature and need for professional growth of teachers
  - a. Having genuine concern for self development .
  - b. Participating in community activities
    - (1) Social organizations
    - (2) Civic organizations
    - (3) Industrial organizations
    - (4) Parent-teacher associations
    - (5) Social welfare organizations
  - c. Participation in extra-curricular activities
  - d. Professional reading



- e. Visiting schools
- f. Doing research
- g. Writing for professional magazines
- 11. Developing good mental and physical health

**PROFESSIONAL LABORATORY EXPERIENCES CONFINED TO ONE YEAR—INTEGRATED COURSE IN ELEMENTARY EDUCATION.**—In another member institution the major part of the professional education is confined to one year of work, beginning with the second semester of the junior year or the first semester of the senior year.<sup>12</sup> (The first two years are given over entirely to general education.) At the beginning of this professional work, students are organized into groups of from twelve to twenty-four. Each group is assigned to a group leader who is responsible for the direction of the professional education of the students in his group during the year of professional work, with the exception of music and art techniques. This organization has the advantage of enabling the group leader to understand better the basic needs of the students as individuals.

During this professional year students pursue an integrated course in elementary education. An attempt is made through this technique to cut across such departmental lines as psychology, philosophy, tests and measurements, and mental hygiene, and to integrate theory and practice. Content of the class meetings and conferences of groups with their leaders is based upon actual problems students meet as they are working with children. This method tends to avoid the duplication and overlapping that is so common when several educational courses are required.

No specific blocks of time are set aside for treatment of special areas of content. Discussions and presentations draw on all areas of information in dealing with the problem at hand. However, for purposes of registration and possible transferring of credits, the work in the integrated course in elementary education is distributed in the following manner:

Lower Elementary Nursery and Kindergarten		Upper Elementary	
Student Teaching	10	Student Teaching	10
Child Development and Nursery Education	3	General Techniques	6
Child Psychology	3	Educational Psychology	3
		Educational Measurements	2

<sup>1</sup> State Teachers College, Milwaukee, Wisconsin.

Lower Elementary Nursery and Kindergarten		Upper Elementary	
Educational Measurements	1	Additional courses in Edu-	
Nutrition and Foods	2	cation and Psychology	6
Nursery-kindergarten Cur-			—
riculum	3		27
Personality Adjustment	3		
Play and Rhythmic			
Experiences	2		
Art and Play Activities	2		
Parent-teacher and Home-			
school Relationships	3		
	—		
	32		

A large part of this course is made up of professional laboratory experiences. During the entire year the student is working intensively with a group of children. Opportunities are available for a great variety of experiences, but the particular activities of any one student are dependent upon his needs and interests. For example, while emphasis is placed on participating in community activities, the student who is living at home and already has had and is having much experience of this nature will be encouraged to use his time in gaining from other types of contacts. All students participate and teach groups of children of a selected age-level.

#### *A Series of Experiences Reported by One Student*

While a number of the professional courses provide for individual differences among students in the area of laboratory experiences, there is a tendency for all members of a class to participate in laboratory experiences during the same period or at the same point in the class work. There is little evidence to suggest that many professional courses refer to laboratory situations as a resource for the individual to be used at such points as *he* may find it beneficial. Do students turn as readily to contacts with real children as they do to books about children when they are faced with problems in the area of understanding and working with children? Perhaps in the use of laboratory experiences as resources we are at the stage from which it has taken us so long to free ourselves in the use of books, namely, the single assignment or the use of a few books by all members of the group.

But need we go through this stage? True, such a fluid use of laboratory experiences might call for the use of facilities not now so frequently utilized. But many of these are available if the need for their wise use is seen. This is an area that calls for study and experimentation if what we now know about the learning process is to be fully applied in teacher education. This basic concept lies back of the laboratory work in the courses in *Principles of Teaching* described on pages 75-81. How it can be implemented is also suggested by the following excerpts from a record of a student working in the field of Special Education.

The program of a mid-western college offers students two ways and means of having professional laboratory experiences prior to student teaching.<sup>13</sup> The first of these consists of laboratory experiences in connection with professional courses. The second is through a volunteer group called the Women's League, which is described on page 119 of this report. To illustrate the kinds of experiences students may have in the first category, an individual report of a student in Special Education is reproduced here. During her four years pursuing work in preparation for teaching in an orthopedic school, Miss J. recorded the following laboratory experiences:

Experiences with children previous to and other than practice teaching:

*Observing Children*

Freshman year—none.

Sophomore year—

1. For class in Mental Hygiene—two hours per week in the physical therapy room in Rackham School of Special Education. I observed one orthopedic child in particular and later incorporated these observations in a case study. I gained insight as to the treatment needs of an orthopedic child and realized something of the child's handicap and how his adjustment to it outside the classroom situation will affect his behavior in class.

Junior year—

1. For Principles of Teaching class—various observations in elementary grades—about four in all. I had done no teaching and did not gain as much as I could have since I did not really know what to look for.
2. For Methods of Teaching Crippled Children—two hours per week in the orthopedic room. I gained most from this observation since I was doing practice teaching in another room at the same time and really knew what to watch for in discipline, total room control, and recitation direction.

Senior year—

1. In individual Intelligence Testing class I had opportunity to

<sup>13</sup> Michigan State Normal College, Ypsilanti.

observe individual children of ages varying from six to twelve in a controlled situation. This was very profitable experience since I learned to watch for various reactions for my write-ups and since it gave me a broader understanding of the personality of the school child.

#### *Working Contacts with Children*

##### *Junior year—*

1. For class in Physical Reconstruction—two hours per week assisting in physical therapy room, in order to actually see types of children discussed in class. It certainly made me more sympathetic to the problems of the children I will teach, and gave me a chance to motivate and, to some extent, supervise their work.
2. For class in Juvenile Delinquency—in connection with Women's League Service Program, two hours per week at Gilbert House Community Center. I assisted and instructed children (mostly early elementary) in shop and hand work. This was good experience both academically and in establishing pupil-teacher relationships, especially in regard to discipline, and group understanding of a community agency and how it functions.

#### *Other Contacts*

##### *Field Trips*

1. With Physical Reconstruction for Crippled Children class—to Mt. Clemens Hospital School and Oakman Orthopedic School in Detroit. In both cases I observed school set-ups and got ideas for teaching and room adjustments for orthopedic children.
2. With Juvenile Delinquency class. I visited Vocational School for delinquent boys in Lansing. We saw special school adjustments and discussed several school delinquency cases.

##### *Camp Counselling*

An Education Camp for 4th, 5th, and 6th grade children at Indian Lake, Iron River, Michigan, for six weeks. Good experience in handling children and organizing games and activities.

##### *Special Experiences*

1. Twice left all day with class of orthopedic children while instructor was at conventions. This includes eating lunch with them. Very good experience. Incidentally, I had much better room control and cooperation on both occasions than when I was there for the shorter period with the critic teacher present.
2. Senior year—one semester of scholarship teaching giving individual help in the orthopedic room.

The foregoing illustrations from programs being developed in various teachers colleges suggest concern for early and direct contacts with in-school laboratory situations. While many professional courses make very limited use of such contacts, experimental studies in this area are significant. As individual teachers and college staffs work along these lines, applying basic educational principles of teaching and

learning to the work of college classes, adequate answers will be found to the basic problems of the nature and extent of laboratory experiences in school situations needed by the prospective teacher prior to student teaching.

#### LABORATORY EXPERIENCES AS A PART OF ACADEMIC COURSES

In the questionnaire used in this study information was requested regarding the number of institutions offering opportunities for laboratory experiences as a part of academic courses. Of the 111 schools responding to this item on the elementary level, only eight reported it to be "uniform" or "general" practice. On the secondary level, four out of ninety-four indicated it as "uniform" or "general" practice. This is evidence that the concept of providing some professional laboratory experiences in academic courses is not well accepted by those persons responsible for such college instruction.

In spite of the few schools reporting any such experiences for students in academic courses, a follow-up of those schools where some activities of this nature were indicated revealed interesting experiments in this area. Although the illustrations which can be offered are limited, they are worth careful consideration by those concerned with the preparation of teachers.

At one university where all the work of the first two years is taken in the College of Letters and Sciences, an instructor in the English Department has been experimenting with the idea of professionalizing two courses required of all students expecting to teach in the secondary schools.<sup>14</sup> Sections of the course in *English Language and Literature* are open only to those who are going to teach. The instructor of these sections does two things primarily: (1) points the content of the course to the work of the high school English teacher and attempts to practice those methods of instruction which are considered good for the high school student; and (2) provides opportunity for the college students to collect and examine reading lists used in surrounding high schools, to prepare such reading lists for their future work and to plan for the presentation of basic material to high school students.

This same instructor teaches a course titled *Composition for Teachers*. Part of the work of this course consists of a study of methods of developing the interests of high school students and helping them develop needed skills of composition. As one activity the college students collect and critically analyze composition papers of high

<sup>14</sup> University of Wisconsin, Madison.

school students and plan a follow-up program for groups or individuals whose papers they evaluate. In very few cases, however, do students actually go into the high school, see the students engaged in the work, and collect the papers for their college class.

Taken by itself, this would be a limited program of experiences for students preparing to teach. However, one must realize that these same students may transfer to the School of Education for the last two years of their college program. It would be well to study what effect these experiences have upon the work they take in the professional sequence designed to provide many and varied direct contacts with children, youth, and adults in school and community. Although the work in these two courses does not illustrate the most desirable kinds of firsthand experiences for students, it does indicate the concern of at least some college teachers of subject matter for making special provisions for those who are going to teach. This is a step toward a better program.

A very different type of professional laboratory experience is illustrated in a social science sequence which is a part of the general education program in another college.<sup>15</sup> For example, students taking the course in *American History and Government* during one school year had the following experiences:

1. They studied the local government through direct contacts, such as:
  - Attending Council meetings
  - Interviewing the mayor
  - Having a group conference with social workers
  - Investigating current problems in the county
  - Holding political meetings with the chairman of each of the parties popular in their community
2. They studied the state government through visits to the State Legislature in session and through interviews with Representatives
3. They had these experiences in order to gain understanding of national problems:
  - An excursion to the Pennsylvania coal fields to make a study of industrialization, centralization, monopolies, management-labor problems, and community living
  - Taking part in the primary election—those students who were of age voted by absentee ballot
  - Joining a class in science to visit the General Electric Company as a second experience in studying firsthand the problems indicated in the trip to the Pennsylvania coal fields

Some junior students in another college, working in the social

<sup>15</sup> State Teachers College, Oneonta, New York.

studies, had an interesting experience in the same school year.<sup>16</sup> A town near the college has a Sunday afternoon forum, a meeting for persons interested in discussing current problems of community, national, or international scope. Students from this college acted as "Junior Assistants" in conducting these forums. This experience made necessary for them many direct contacts as they prepared for and participated in the forum discussions.

The potential contribution of professional laboratory experiences in academic courses has not been adequately explored in teacher education institutions. Illustrations in this area are extremely limited in number. The few examples which can be found are confined to three or four institutions and within those institutions to two areas—social science and English. Experimentation is needed to discover what laboratory experiences might be offered as a part of academic courses and how such activities might be planned and used so as to provide for integration by the student.

Possibilities for professional laboratory experiences in the area of health are numerous. For example, students would profit greatly from direct experience in the study of community health problems, in the planning and operating of needed health clinics, in planning and carrying out needed recreational activities in a community, in the study of diet and nutrition, and in the large educational responsibility of informing lay persons and assisting in the application of knowledge gained. Frequently such experiences could be planned and carried on in cooperation with other community agencies, such as the church, welfare organizations, and civic groups.

In the fine arts area, professional laboratory experiences are usually confined to courses in the teaching of music or the teaching of art. There would seem to be no reason why direct experiences should not be a part of so-called academic courses in these areas. Would it not be desirable for students to make continuous application of information gained through such courses as art appreciation, music appreciation, the dance, or drama to their professional goal of teaching? Could some experiences be planned in these courses to bring students in direct contact with community and school groups whose purpose is to develop fine arts appreciation?

Today great emphasis is being placed on the need for better inter-

<sup>16</sup> Illinois State Normal University, Normal.

group understanding.<sup>17</sup> In many academic courses various cultural, racial, and religious groups are being studied vicariously. Little attempt seems to be made to provide students with direct experience in the observation, study, and improving of intergroup relationships. While the study of interrelationships among students on a college campus and efforts to develop an appreciation of differences among groups are commendable, yet it would seem more desirable if such study and effort were carried beyond the college population. Direct experiences for this purpose would not only increase the student's understanding of the problems involved and ways of solving them, but such experiences would also contribute to a needed concept of the role of education in society.

Extended experimentation is needed in this area. If direct experience facilitates learning and is especially pertinent in areas in which learners have had little previous direct or related experience, there is little reason to assume that direct experiences are less needed in academic areas. The basic principles governing a good teaching-learning situation apply equally to academic and professional courses. Those offering so-called academic courses in teachers colleges have a direct and vital concern that their teaching and the content of their areas of specialization will contribute to their students as individuals and as teachers. There is equal and in a sense greater need for experimentation in academic courses to help in arriving at sound judgments regarding the place of laboratory experiences.

#### LABORATORY EXPERIENCES IN COMMUNITY ACTIVITIES

Increasingly it is being recognized that the school must take an active part in the functioning of the community of which it is a part. Teachers must play an important role in the community both as professional workers and as individuals. Reference to the importance of understanding the community and to the place of laboratory experiences in helping the student to realize needed understandings and competencies in this area has been made at several points in the preceding sections. Laboratory experiences in the community may well be a part of the work of both professional and academic courses. The

<sup>17</sup> The reader is referred to the American Association of Teachers Colleges study on inter-group relations:

Cook, L. A. *Getting the Study Started*. Twenty-fourth Yearbook, A.A.T.C., 1945, p. 42. *Study of Intergroup Relations*. North Central Association Quarterly 20:180, October, 1945.



variety and scope of experiences prospective teachers are having in community activities in many institutions are such as to warrant the presentation here of a composite list of those revealed through the questionnaire and the follow-up study made by the committee. Such a list should be helpful to persons interested in extending opportunities for students in this area. Descriptions of programs in particular schools make possible the excuse, "But, we can't do that in our school. Our situation is different." A composite list, however, should contain some suggestions for every institution.

In general, experiences of participating in community activities fall into two groups: (1) those in which the student participates in community activities for children and (2) those in which the student participates as a contributing citizen of the community. Of course there is much overlapping between these two groups. The distinctions made in the following list are purely arbitrary.

*Composite List of Community Activities Reported by Colleges Participating in This Study*

A. Participating in activities for children and youth

1. Girl Scouts, Boy Scouts, Brownies, and Cubs

Troop leaders

Assistant troop leaders

Instructors in arts and crafts

Assistants on field trips, hikes

2. Y.M.C.A. and Y.W.C.A.

Instruction in gym and swimming

Supervision of table games

Adviser for photography club

Fireside program

Newspaper articles on program

Discussion leader

Supervisor of hikes

Instructor in bowling

Leader of Girl Reserve group

Instructor in crafts

Supervisor of recreation programs

Music in the Y's

Dramatics

Dance and recreation activities

## 3. Churches

Teacher of Sunday School class  
Games, Sunday evening  
Teacher and assistant in nursery school  
Song leader  
Recreational group  
Church Night children's group  
Teacher of art in the primary department  
Social committee, Young People's Group  
Music, Primary Department, Sunday morning  
Youth Fellowship group

## 4. Welfare agencies

Community Center—social welfare for children and adults  
Welfare nursery schools  
Red Cross motor corps service  
Orphans' home  
Service clubs—drives, campaigns  
Hospitals  
Probationary homes

## 5. Miscellaneous

Study of home backgrounds of neighborhood children  
Study of neighborhood play groups  
Supervision of playgrounds  
Work with delinquent children  
Survey of leisure activities of children  
Work in libraries  
Assisting in clinics,

## B. Attending and participating in functions of adult community interest:

Parent meetings  
Parties, social  
Political meetings  
Forums  
Concerts

*Participation in Community Activities as a Part of Professional Courses*

A course in *Child Psychology* in the program of one teachers college has the requirement that students participate two hours per week in some community activity for children.<sup>18</sup> This requirement is an attempt

<sup>18</sup> North Texas State Teachers College, Denton.

to make the teaching of child psychology more functional by placing students in situations where they assume responsible roles in working with children and young people of various ages and backgrounds. A report of the activities of students in this course during one semester reveals the following:

Situations in Which Participating Students Were Placed:	Number of Students
Nursery School	17
Welfare Agency	8
Public Elementary School	10
Demonstration School	5
Denton Senior High School	4
Negro School	3
Cumberland Orphans' Home	2
Brownies	4
Cub Scouts	2
Boy Scouts	2
Churches	3
Neighborhood Playground	1

**Kinds of Activities in Which Students Engaged:**

- Assisted in play periods
- Told stories
- Served lunch to children
- Gave instruction in arts and crafts
- Helped children put on plays
- Taught songs to children
- Grouped children into ability groups at the library
- Helped children with vocabulary building
- Helped individual children or small groups with problems
- Took children on excursions
- Helped children with a marionette show
- Helped with "play night" for junior and senior high school youth
- Administered and scored tests
- Directed a social hour for children
- Help plan weekly meetings with Scout mothers
- Went on over-night hikes with Scouts
- Taught Sunday School classes
- Took charge of young people's meetings

**Examples of Learnings Reported by Students from these Experiences:**

- It is hard to make "free play" periods profitable when there is a serious lack of materials and equipment.
- Children who come from deprived homes lack initiative, originality, courtesy, and creativeness. Such traits are not "natural" by-products of child development, but must be the result of carefully directed stimulation.

The way children respond depends largely upon the way the adult in the group responds.

Children respond positively to attentions given them by sympathetic adults.

It is much better to tell stories to young children than to read them

It is important not to help young children too much with putting on clothes.

When a child is embarrassed or afraid in a game situation, it is better usually not to push him into the activity but to work with him individually in helping him to attain the particular skill needed.

The best way to help a delinquent boy is to be kind to him, give him a chance to participate with children who accept him, and to have him do something he likes to do.

Poor home environments may produce all kinds of social and educational problems.

Almost any situation may be a teaching situation.

It is very important to prepare for work with children.

Democratic techniques are more effective than inflexible control.

It is necessary to talk to children in their own terms.

There are very wide differences in the abilities in groups of children of the same age levels.

It does not pay to be "bossy" with young people.

Adolescents do not want parents or teachers to take a "watch dog" attitude during their activities.

To have adolescents share in planning their activities is much more effective than planning for them.

While some of the generalizations made by the students are open to question they suggest important developments in the thinking of the individuals making them. Such concepts arrived at by the individual out of his experience have a meaning far and above those arrived at by others and read by the student from books. They are ideas to be tested in further experiences and against which to reflect the concepts gained from reading and other types of study.

That students participating in these experiences have much the same reaction is suggested by the following comments made by students in the professional sequence at one university.<sup>19</sup> The students were commenting on their laboratory experiences in two courses: *The Child: His Nature and Needs*, and *The Community*.

There should be more time for laboratory activity.

I think more work should be done with the high school students.

The actual contacts with children are invaluable and worth a dozen textbooks.

<sup>19</sup> University of Wisconsin, Madison.

The plan and general purposes of these laboratory experiences are described thus by the Director:<sup>20</sup>

The general purposes of laboratory activities are the same whether participation is in connection with Education 73, 74, 75 or the special methods course. All are directed to developing a teacher who will be effective in her relations with pupils, with staff members and with citizens of the community: a teacher who will know how to cooperate with individuals and groups, how to contribute to child welfare, how to make intelligent utilization of school and community resources to provide the most favorable setting for pupil development. The emphasis shifts, however, from one practice situation to another as explained in the following paragraphs.

*Laboratory activities related to Education 73, The Child: His Nature and Needs.* Laboratory activities related specifically to Education 73 provide the student with opportunity for first-hand study of child behavior. At the beginning of the course each student selected, from a wide range of possibilities, an activity which provides for at least a semester of continuing relationship with a group of school-age children. While the student is thus engaged in teaching a Sunday School class, leading a Scout troop or working with young people on a program for the stamp club, for example, opportunities are afforded to make direct observations of the behavior of boys and girls at various stages of chronological, social, emotional or intellectual maturity. . . .

*Laboratory activities related to Education 74, The Community.* Laboratory activities offered in connection with Education 74 afford first-hand experiences of a somewhat different nature. Students are encouraged to sample a variety of activities rather than limiting themselves to community participation of one type. The major objective is the understanding of community organization and the public and private social agencies and pressure groups which affect school policy and teaching practice. Through excursions, community surveys, participation in civic organizations, etc., opportunity is afforded to understand the social forces outside the school which encourage or hamper child development, and to learn how to utilize community resources for the enrichment of the educational experiences offered to children.

*Laboratory activities related to Education 75, The Psychology of Learning.* Laboratory activities related to Education 75 again provide first-hand association with young people. This time the environment is the classroom with emphasis on the problems of learning. Program or lesson planning and motivational techniques practiced in the hobby club or the Sunday School class may here be practiced in a regular school situation with more supervisory help and direction than was previously given. . . .

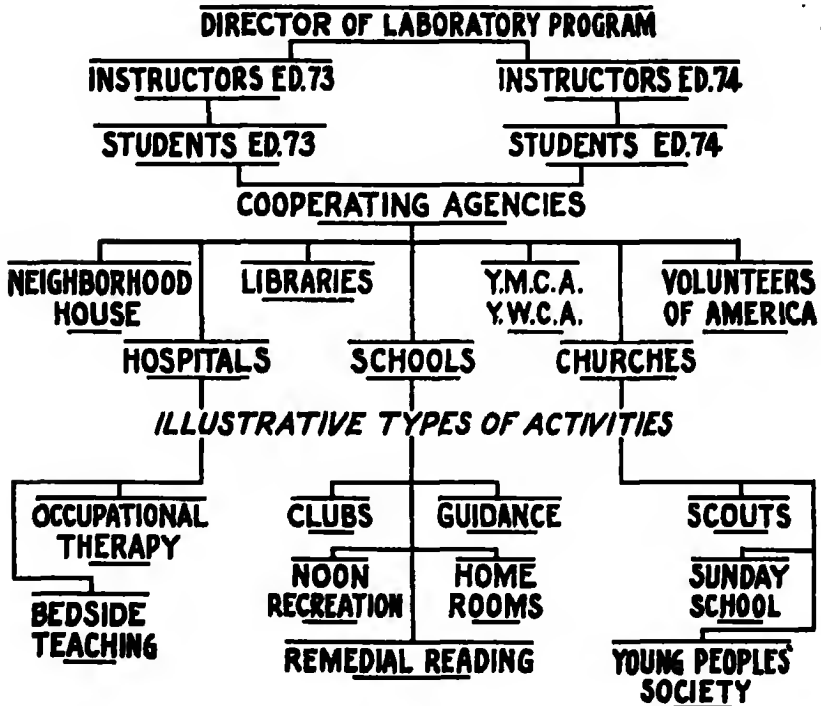
*Laboratory activities related to Special Methods Courses.* Practice opportunities in the special methods courses emphasize materials and

<sup>20</sup> Low, Camilla M. *The Child and the Community*. A Laboratory Handbook for Pre-Service Teachers at the University of Wisconsin, Madison, 1945.

techniques related especially to the student's major teaching field. Children, however, rather than subject matter, occupy the focus of attention and the student continues to grow in assurance and versatility in arranging learning experiences which have purpose and meaning to the child.

The following chart presents a picture of the agencies used in this program and of the kinds of activities in which students participate.

## ORGANIZATION OF LABORATORY ACTIVITIES



The following statement taken from the same report suggests in greater detail the activities of one of the cooperating agencies and also gives the reactions of several students to work with this agency.

### THE NEIGHBORHOOD HOUSE

The Neighborhood House is the center of social life for the Italian and Negro district of South Madison. Its motto is "an interest for everyone in the family." One purpose has been to educate the immigrant for American life, and more important at this stage, to adjust

the second generation, whose home background contains old-world mores, to American ways of doing things.

The staff provides careful supervision for all education students who work at the agency. They help them to understand the children, they guide their activities with the children, and help them to evaluate their leadership abilities and their achievements. . . .

The program as it now exists contains numerous opportunities for student leadership and for laboratory activities with children of all ages.

*The Play School.* A nursery school for children below the age of five meets several mornings each week. Here is an opportunity to watch the physical and motor development of young children, their growth in language ability, and early patterns of social and emotional behavior.

*Program for Elementary School Children.* A recreational and hobby program is provided for children of elementary school age. . . . University students can gain much valuable experience by leading game groups or by helping children in craft activities. . . . There are also opportunities for students to lead story hours, guide dramatics activities and teach piano.

*Older Boys and Girls.* There are activities for adolescent boys which men students may be interested to lead. The Photography Club attracts boys who want to learn how to develop and print films and how to make their own equipment. Manual training and swimming are other activities which are popular. For the older boys there is an archery group many of whom make their own bows and arrows.

Girls from eleven to fifteen years old have a Girl Scout troop which engages in a varied program of character-building and recreational activities. Gamma Delta is a social organization which attracts the older group.

*Activities for Mixed Groups.* For boys and girls over sixteen the lounge rooms are open several nights a week for radio listening, table games, reading, and social dancing. . . . Working with this group offers an excellent opportunity to study some of the problems faced by children of foreign born parents as they try to break family ties and establish themselves as independent adults.

To illustrate further the kinds of opportunities available to students, three brief descriptions of activities engaged in as a part of the course *The Community*<sup>21</sup> are included here.

#### *Student Government*

Several students participate each year in student councils or other governing groups. These groups are usually highly selective in respect to leadership, mentality and personality qualifications. It is interesting to observe how these young people show their leadership and whether ability is directed into socially constructive channels. As in other club

<sup>21</sup> See page 110.

situations, the university student learns from this experience some of the problems involved in guiding and stimulating group thinking and action. He also has an opportunity to analyze to what extent the governing group translates democratic values into practice.

### *Club Activities*

All the schools in the community provide club programs for their students. These special interest groups meet either during the activity or homeroom period or after school. Some of the clubs with which university students have assisted are:

Dramatics Clubs	Stamp Clubs
Music Groups	Camera Clubs
Language Clubs (French, German, Spanish)	Courtesy or Personality Groups
Science, Math., Social Science or other Departmental Clubs	Debate and Forensic Groups
	Newspaper and Yearbook Staff
	Airplane Clubs

Progress which has been made in a steady improvement of this program is described in detail in the handbook already referred to (footnote, page 110). Aspects of administering this program which seem to have been especially effective are:

1. Preparing and using a blank for securing from agencies such information as:

- Approximate needs for student assistants
- Possibility of training sessions for students
- Dates of opening and closing of agency
- Kinds of professional experiences offered students in the agency
- Responsibilities it is expected that students will assume
- Initiative expected of students

- Number and nature of reports students are expected to make

2. Preparing and using an application blank for students, including among others the following items:

- Previous or current experience with children or young people
- Check your leadership skills. (A long list is suggested)

- In what subjects could you tutor?

- In what activity would you prefer to participate? What agency?

- What days, hours preferred?

- What work experience or campus activities are you engaged in at present?

- Check your schedule on the time sheet.

These two blanks used in a personal conference with the student aid in adjusting the program to individual needs and interests.



3. Securing from local agencies a "job analysis." Excerpts from a request for help in selecting students to serve as a neighborhood club leader are reproduced below.

*Job Analysis of a Y.M.C.A. Boys Neighborhood Club Leader*

The Neighborhood Club program, conducted by the Y.M.C.A., is the attempt of the organization to carry on a worthwhile program for boys who live too far from the Y.M.C.A. building to conveniently make regular use of the downtown building.

Clubs are organized around natural interest groups of boys living in the same neighborhood. . . .

The clubs are centered around their regular weekly meetings which are held in convenient places for the boys—a home basement, nearby church, or meeting hall—either after school hours or in the early evenings.

In addition to the regular club meetings, many special events are scheduled during the year. A touch football and a basketball league, plus hikes, dances, buffet suppers, special swims at the "Y," and many other such features are used to stimulate the club program.

Once each month all the clubs combine and come to the "Y" for an "Open House" and get-together night.

The purpose of the clubs is to provide the members with a chance to "grow in body, mind, spirit, and service that they may become good citizens of their home, school, church, and county. . . ."

Club leaders are assigned to a specific club group as their adviser to counsel and work with the boys in the above programs. Leaders attend each club meeting and put forth additional effort to get better acquainted with club members. Such extras as occasional visits to boys' parents, a special hike, a trip to a football game, etc., are the things that "sell" the leader to the club members.

Leaders are expected to attend a monthly staff meeting at the "Y" where problems of leadership are discussed and training in skills and leadership techniques are provided. Minimum records of club activities are kept by leaders and reported regularly to the "Y" supervisors.

Any special skills the leader may possess will aid greatly in his club work, but the most important requirement for a successful leader is his desire to work with boys. He must have a genuine interest in them. A leader with a pleasing personality, who is flexible in his ideas, and who has sincere interest in his work with boys, should prove valuable to the club and to the boys' development. Outstanding athletic ability of a leader is very desirable but not essential.

4. Engaging in in-service education of the local leadership of agencies, as illustrated in the following outline for discussion with agency supervisors:

*Subject for Discussion*

*Meeting of Recreation Agency Supervisors*

- I. What qualifications and characteristics do agencies look for in beginning professional workers?

- II. A. What experiences can you (agency supervisors) offer to students which will contribute to their professional growth, in light of the above list of qualifications and characteristics?
- B. What experiences does the University hope the agencies can offer students?
- III. A. What experiences do you wish the University to offer to students which will contribute to their professional growth?
- B. What experiences does the University think it can give to students to promote their professional growth?

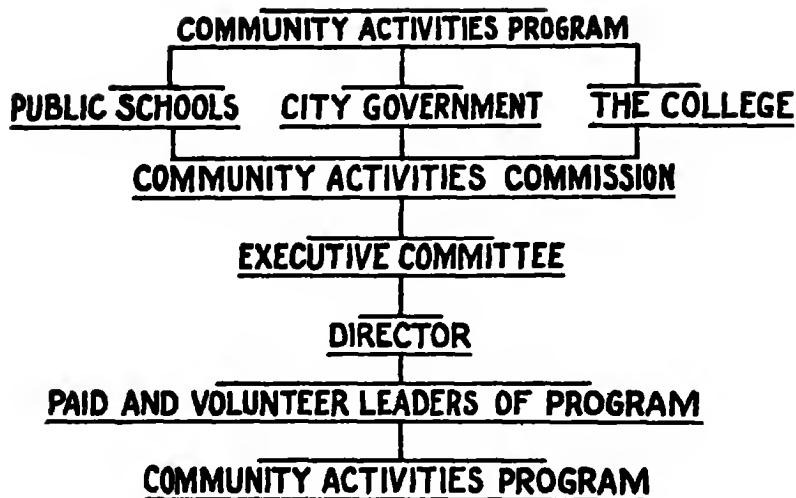
Some interesting developments have taken place also in improving the guidance and evaluation of community participation. These are discussed in the respective chapters on those topics. (Chapters VI and VII)

The foregoing quotations point up a promising program of laboratory experiences in community activities that has been initiated and developed cooperatively under the leadership of a school of education. A somewhat different type of organizational development came as one outgrowth of the cooperation of Colorado State College of Education, Greeley, with the Commission on Teacher Education. The staff of the college has been engaged in studying and improving the program of professional laboratory experiences prior to student teaching. All students in this institution take a sequence of three courses in education in the first two college years: *General Psychology* in the freshman year; *Educational Psychology* and *Community Life* in the sophomore year. Particular emphasis is being given to the study of how the work in *Community Life* might be made most effective in the preparation of teachers for both elementary and secondary schools. A rather unique organization is now in use in an effort to integrate theory and practice dealing with the participation of teachers in community life.<sup>22</sup>

The program is under the direction of the Greeley Community Activities Commission which represents the cooperative efforts of the City of Greeley, the Board of Education, and the Colorado State College of Education. All three of these agencies share in the expense and control of this important public function. The administrative organization is represented in the chart on the following page.

The director, elected by the Commission, is also a member of the college staff and the instructor of the course in *Community Problems*. In his annual report to the Commission he had the following to say regarding his class at the college.

<sup>22</sup> From a report furnished by Dr. H. D. Ninemires, Colorado State College of Education, Greeley.



#### *Community Life and Problems Class*

This is a sophomore required course at the college that studies the life and problems of the community. All the students in this class are preparing to become teachers. They gain a lot of valuable information concerning the community life and problems as well as supply a large amount of leadership for the community activities program. Many of the activities have been made possible by the leadership supplied by the members of the class.

The size of the class varied a great deal during the school year, making it a little difficult to plan a long program. A new plan for the management of this class has been worked out that will be a big improvement. The students will participate on a quarterly basis and will be more definite in their assignments.

The students put in an average of two hours each week in the various activities. The work done by these students has been very effective and valuable in helping the Girl Scouts, playgrounds, and the Child Care Center. With a greatly enlarged class this fall, the leadership supplied by this group should be enlarged.

Following is a list of the activities in which the students from the class participated:

<i>Activity</i>	<i>Number of Students</i>
Playgrounds	17
Sunday School Classes	11
Choirs	16
Girl Scouts	9
Boy Scouts	3

<i>Activity</i>	<i>Number of Students</i>
Camp Fire Girls	1
Story Telling Groups	6
Community Surveys	50
Music Groups	10
4-H Clubs	4
Child Care Center	13
Church Recreation Groups	2
Swimming Classes	1
Basketball Games	4

Because of the close integration between the community activities and the college course made possible by the strategic position of the director, students have opportunity not only to participate in many kinds of community activities but also to have direct experience with the organization and administration of the total program, with the initiation of projects, with the training of leadership, with the evaluation of enterprises, and with those agencies of government related to the carrying forward of community activities.

At the end of the course students were asked to react to their participation experiences. A few of their comments are listed here to indicate how students feel about opportunities to engage in community activities:

I feel that I have gotten a better understanding of the community organization of our society, and a much more thorough understanding of the duties of a good teacher. I have also learned about some of the problems of school-community-home relationships.

I feel that I have a better understanding of problems. For real benefit the course should be expanded to include such activities in greater number: field trips, surveys, questionnaires, interviews.

I have a better knowledge of the part the teacher plays in a community. I hadn't thought of her job as being so great before.

My experiences in the child care center were filled with new opportunities for learning what the children expect and how to help to realize that others must be considered.

I would like to continue further research and participation in the community as a teacher.

I think the students should have more actual participation in this course. I know my work with the girl scout troop taught me much about the application of certain principles I learned in class.

A third type of program, known as community leadership, is developed for both elementary and secondary education students in another institution.<sup>23</sup> This program provides for professional labora-

<sup>23</sup> Miner Teachers College, Washington, D.C.

tory experiences throughout the four years. A report is here quoted to illustrate briefly some kinds of community experiences students have and to answer some questions commonly raised regarding such a program of professional laboratory experiences.<sup>24</sup>

- I. What is given during the freshman year in the way of community leadership experiences to develop social or community understanding and the understanding of children?

During the entire year, students in the courses *Introduction to Education* and *Educational Psychology* volunteered as good citizens to work with various social agencies—mainly in agencies working with children and adults. For instance, they engaged in the following activities in the second semester of one year and in the first semester of the next year:

1. Worked with children in recreation centers; in Girl Reserves and other divisions of the Y.W.C.A.; in Girl Scouts; in Settlement Houses; in Sunday Schools and Bible Schools
2. Worked with parents and other adults in a community center, in church organizations, in civic associations, and in parent-teacher associations
3. Worked with children in families and neighborhoods
4. Worked on regular jobs and analyzed these work experiences in terms of the facts and principles of the college courses and in terms of the growth of the student as a person and prospective teacher
5. Worked on various community jobs on which they were sent by The Volunteer Office of Washington, D.C.

- II. How was the work in community leadership supervised?

It was supervised by the agency with which the student worked. In many cases special training was given the students. For instance, a Bible School held a training school for the student workers; the Recreation Division made the students a part of a training conference; and other agencies sent representatives to the college to talk with the students before they began work.

The college, however, gave some supervision by a close check on written and oral reports, diaries, and by occasional telephone calls to the persons in the agencies who had charge of the students.

- III. How was the work in community leadership evaluated?

Students were guided in self-evaluation of their growth in social responsibility, leadership qualities, and knowledge of children. In each case the students cited evidence of growth as persons and as teachers, and planned for further growth.

While students were required to carry on a minimum of seven-

<sup>24</sup> From a report by Jane MacAllister, Head of Education Department, Miner Teachers College, Washington, D.C.

teen hours of community work most students worked much more than the seventeen hours.

There are, of course, the expected individual differences in quality of the work and in ability to apply the facts and principles of the courses. The community work is an integral part of the courses *Introduction to Education* and *Educational Psychology* and the rating is included in the grade for the courses.

IV. What record is kept of the student's work in community leadership?

The student makes out an analysis of his experiences with children and adults in community work. At the end of each semester this record is placed in the student's folder and used later by the supervisor as one means of getting to know the student when the student begins his teaching.

V. What other than community leadership experiences in *Introduction to Education* and *Educational Psychology* are given in the freshman and sophomore years to develop social or community understanding of children?

Experiences along this line are continuous from the freshman year on through student teaching. Not only the education courses such as *Child Growth and Development* but courses in health and social studies emphasize the experiences in community understanding and understanding of children.

VI. What is the nature of the summer work in community leadership?

This work was tried for the first time as an experiment in the summer of 1946. A student committee worked out the check list which was used in evaluating and in recording the work. During last summer the students engaged in the following activities:

1. Working with a rural school in North Carolina
2. Working with Sunday Schools and Bible Schools
3. Working with the Girl Scouts organization and the Y.W.C.A.
4. Working in community library center
5. Working with Junior Police and Citizens Corps

*Volunteer Programs in Community Participation*

Not all opportunities for professional laboratory experiences are found in the regular curriculum offerings of institutions. In some schools other channels are used. The Women's League Service Program in a mid-western college illustrates one such channel being used.<sup>25</sup> This program began during the recent war when students expressed a desire to participate actively in the war effort. Through the college paper a survey was made by the League to discover war

<sup>25</sup> Michigan State Normal College, Ypsilanti.

service opportunities and interests. Additional research was carried on to determine local community needs and ways in which students could fill them. The students' contributions were found to supply a vital need in the community in peace as well as in war with the result that the program has been continued.

The activities of the program are directed by a general chairman and nine school and community agency chairmen who are chosen by the Women's League Executive Board with the approval of the Dean of Women and the Women's League faculty sponsor.

Girls serving on this program give their time to ten agencies and schools in the community for the purpose of rendering service and to:

1. Gain firsthand knowledge of the community and indirect knowledge of the social problems of all communities
2. Gain insight into civic, racial, and religious problems, and the contribution of community agencies to the total educational program
3. Gain insight and appreciation of children's individual differences and needs which will provide valuable experience for practice teaching, and
4. Help develop into an aware and alert citizen

This League recently published a bulletin describing its program and inviting students to give two hours a week in service to the community. Excerpts from this bulletin are reproduced here to illustrate the kinds of experiences students may have and the kinds of organized groups they may serve.

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If you are interested in children and would like to know them better before teaching, you can instruct them in crafts, art, dancing, metal-work, or photography at . . .

#### PARK RIDGE COMMUNITY CENTER

Park Ridge Community Center has facilities for enjoyment of any person or group desirous of the opportunity. The center accommodates a great many children, providing them with chaperoned social and recreational activities. Adult groups use the center for many activities both social and educational.

Students serving at Park Ridge direct recreational activities and thus gain insight into the needs of all children for wholesome diversion. They can observe and study the functions of the community house in our present day society.

If pre-school children are your special love, hop on the wagon any afternoon to work with the young ones who love singing games and stories at . . .

#### WOODRUFF NURSERY SCHOOL

One of the oldest agencies for children in Ypsilanti, Woodruff Nursery School, provides a home away from home for about forty pre-school children. The agency attempts to create a wholesome atmosphere for the children, provides nourishment, rest, and supervised play.

Girls who give their time in this school can help to fill the child's needs for recognition, affection and learning. At the same time they benefit themselves in increased understanding of the pre-school child.

"Come on you Girl Scouts—" Your fellow Scouts need your comradeship and leadership as well as your talents and knowledge. Continue your good deeds by leading a troop of . . .

#### GIRL SCOUTS

Do you remember your Girl Scout days or the days you wished you were one? If you do, you may wish to provide happy hours for Ypsi's Scouts. There are approximately thirty-two troops, many of which are in need of leadership.

Girls with or without experience in scouting can take advantage of the opportunity to lead a local unit of a nationally sponsored group. Many troops are started in school and as a future teacher you may be asked to lead one.

Leading a troop involves all types of activities—craft work, camping, folk dancing, parties, nationally sponsored drives, field trips, home-making, etc. You can gain valuable experience through contacts with these young people and from inspiring Girl Scout Leaders.

It is obvious that students participating in the program of the Women's League are afforded many opportunities to come in direct contact with community problems and activities. In addition to the opportunities indicated above, the League serves in a school for special education, a public elementary school, a consolidated elementary school, and in churches and international organizations. The first of these situations affords students experience in observation of handicapped children and the work of the community in meeting their needs. The other situations provide such experiences as supervision of playground activities, story telling, assisting in libraries, assisting on excursions, and going with and assisting the visiting teacher in her work.



One of the outstanding features of this program is the quality of supervision given students who participate. The faculty sponsor keeps a very close contact with all the agencies, their leaders, their needs and interests and with all the students working in each. With the help of other staff members she holds individual and group conferences with students and agency leaders. Students keep accurate records of all their observation and participation. These records are used as the basis of individual conferences and later go into the student's cumulative record as one more source for providing adequate guidance to students on future occasions. It would seem that more institutions might explore the possibility of providing such professional laboratory experience on the volunteer basis.

#### PROFESSIONAL LABORATORY EXPERIENCES IN A FOUR-YEAR TEACHER EDUCATION PROGRAM: A CASE STUDY

The foregoing discussion has in the main presented specific illustrations of ways in which professional laboratory experiences prior to student teaching are being developed in different teacher education programs. Space did not permit that these be presented in the setting of the complete curriculum. To study how several of the proposals might fit together into a unified whole, an over-view report is given in the pages that follow of the curriculum pattern of one teachers college and the development of professional laboratory experiences within that design.<sup>26</sup>

#### *Schools as Laboratory Centers in the Professional Program at Wilson Teachers College*

The George B. Truesdell School serves as the laboratory school for students of the College preparing in the elementary field. The principal and teachers of this school are members of the College faculty. They work in close cooperation not only with members of the education department, but also with members of the subject matter departments of the College. Truesdell School represents a typical school community. There are fourteen child groups in the school ranging from kindergarten through the sixth grade. Each group is in charge of a supervising teacher. This laboratory school also works in close cooperation with the school system of the District of Columbia. In addition to the Truesdell School, the College has developed cooperative

<sup>26</sup> Condensed from a report by Hannah Cayton, Wilson Teachers College, Washington, D.C.

relationships with a number of selected public elementary schools.

All of the junior high schools in Divisions 1-9 of the District of Columbia cooperate with the College in providing facilities for laboratory experiences including student teaching on the secondary level. The cooperating teachers in these schools are selected carefully in conferences involving the principals, the heads of subject matter departments in the city schools, and members of the College faculty.

### *The Curricula*

Guidance activities and counseling of college students are under the direction of the Committee on Student Personnel and Services. This committee is made up of both faculty members and students. A regular freshman orientation program is carried on. Students stay with their individual counselors during their sophomore year as well. They confer with counselors on all matters concerning the college program. During the sophomore year it is expected that each student will make a final choice of his teaching field—elementary or secondary. Each student selecting the secondary field is expected to choose by the end of the year his major and minor fields. At the end of the sophomore year each student who intends to stay in teacher education makes application for professional acceptance. A review of his entire record takes place at this time. During the junior and senior years the student's counselor is the chairman of the department in which he is doing his major work.

The curricula are organized to prepare students for the elementary schools and for certain areas in the junior high schools. Each curriculum embraces three areas of work: (1) general education, (2) professional education, and (3) one or two major subject sequences. The area of general education is covered largely in the first two years with requirements common to all curricula for the first three semesters. Differentiation in curricula begins usually the second semester of the sophomore year. Professional education and major and minor sequences extend over the entire four years with concentration of specialization in the last two years.

The work of a student preparing to teach in the elementary school would be divided among the four phases of his preparation as follows:

Professional Education	34 semester hours
Elementary Education Major	27 semester hours
General Education	48 semester hours
Electives	21 semester hours

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130 Total semester hours

*Professional Laboratory Experiences Offered During the Four Years**Year and Course**Laboratory Experiences*

## Freshman

Introduction to Education

Observing children of differing age levels at work in a variety of school situations

General Psychology

Observing children at work under varying conditions

## Sophomore

General Science

Observing children in their experiences in natural and physical sciences  
 Planning a project in each of these areas for a selected group of children  
 Experimenting with the development of the plan with a group of children  
 Studying the curriculum materials children are using as they investigate problems in natural and physical science

## Junior

Child Psychology

Observing children in a variety of school situations

Observing children in non-school activities

Making a very careful observation and recording regarding the growth and development of one child over a period of time

Observing the administration of tests and participating in interpreting results

Teaching of Reading

Observing children of all stages in the process of learning to read

Planning work for a given child or group of children. Carrying out plan with them  
 Observing the techniques used by teachers in working with children in reading  
 Studying the materials used by the groups of children observed

Children's Literature

Studying classroom libraries in the laboratory school. Observing how and when

- children use these materials  
Participating in the story telling hour at the welfare center  
Participating in activities related to literature—puppetry, dramatizations, etc.,—in the school or in one of a group of child centers  
Planning for the presentation of a piece of literature to a group of children and carrying out the plan with the group
- Art Education  
Music Education
- Both of these courses include opportunities to observe children engaged in these activities and to observe skillful teachers develop with children the techniques and appreciations desired.
- Child and the Curriculum  
First Semester
- Visiting the laboratory school for one full day to: see facilities of the school (libraries, playground, visual education room); see children in groups using facilities; get acquainted with teachers; meet principal and discuss the building program, records, etc.
- Participating with a group of children in a classroom one hour daily for three weeks to:
- observe briefly for general, unorganized impressions of children, room, etc.
  - get acquainted with children on an informal basis
  - select one child for detailed study of behavior and recording daily one anecdote of what the child did or said; weigh and measure the child
  - keep daily record of own experiences with children under headings *Observed, Participated, Took Charge*
  - note problems or areas of content you need before working more intensively with children

have a conference once a week or more with the laboratory teacher for planning and evaluation

Visiting the classroom in the laboratory school at least one morning a week for the next four weeks to continue study of one child and to keep direct contact with children

Working one hour per day with children in same classroom of laboratory school between Thanksgiving and Christmas:

taking leadership daily with one reading group

taking leadership in some whole-room activities—games, poetry, stories, etc.

taking leadership in part of the Christmas preparation—planning, organizing materials, and carrying forward plans with children; arranging bulletin boards, decorating room

sharing building responsibilities with the teacher—supervising lunchroom, playground, etc.

keeping record of own experiences

keeping record of new problems

keeping daily record of one anecdote about child

Visiting resources of the city schools:

special departments, such as science, art, etc.; discuss functions of each department in the city schools; see exhibits made by teachers in service

three schools of different communities; see building facilities in terms of service to the community

see a full morning in classrooms of three different maturity levels

analyze morning's work with teacher, principal, and chairman of class

## Second Semester

Planning for experiences of first twelve weeks of course:

- studying the school community
- diagnosing a new group of children
- making semester plans for a selected class from laboratory school in terms of community, children's needs, previous school experiences
- making unit plans to fit semester's plan
- making plans for experiences in parallel fields contributing to total program
- fitting block and daily plans into large semester plan

Studying D. C.'s plans for reporting on children and making a report on the child you have been studying

Visiting the laboratory school one day a week to become acquainted with a new group of children

Listening to talks and participating in discussion with members of the city supervisory corps

Working full time in a classroom at the laboratory school for the last six weeks of the semester, with responsibility to:

- make an anecdotal record of a child
- become familiar with all the school records
- accept leadership for as much of the program as you can carry
- plan for self and with children
- get and organize materials
- teach and supervise activities of children
- evaluate progress of self and children
- have conferences with laboratory teacher at least twice a week

Meeting with the city school teacher with whom student will do student teaching during the senior year:

having teacher observe student in laboratory school

visiting city teacher's classroom for one day to become familiar with set-up

planning to meet with teacher in late summer for making plans for the opening of school in the fall

(The student has had at least 450 clock hours of laboratory experiences in this program)

#### Senior

##### Student Teaching

The student spends eighteen weeks, full time, working with a group of children and their teacher in one of the public schools of the city. During this period, he participates with the teacher in all of her many varied responsibilities, taking leadership in these whenever and wherever it is wise to do so.

The sequence of firsthand contacts with children, youth, and adults provided during the four years at Wilson Teachers College illustrates how one school is attempting to implement the principles governing professional laboratory experiences. Features of this program which are particularly significant are: (1) provision is made for continuous contact with children, youth, and adults throughout the four years of pre-service education; (2) opportunity is provided for students to test their understanding of theory in practice over a period of time sufficient to make careful analysis of needs and abilities and to develop a functional understanding of children and youth; (3) the range of contacts includes children of differing socio-economic backgrounds and maturity levels in a variety of situations; (4) provision is made for students to engage in not only classroom activities of the teacher but also in those enterprises related to the role of the teacher in the total school situation and to some extent in the community; (5) cooperative supervision and guidance of students is provided by college and laboratory teachers; (6) professional laboratory experiences

are integrated with the rest of the college program; and (7) facilities of both campus and cooperating public schools are used.

The program seems to be lacking at two points. First, emphasis is placed almost entirely on contacts in school situations. While such contacts should be continued and further refined through constant use, more attention should be directed toward providing for students similar experiences with children, youth, and adults in their community setting. Second, professional laboratory experiences reported here are confined entirely to professional courses. It would be desirable if such activities were extended to the academic areas of the curriculum.

The two weaknesses noted in this Wilson program are characteristic of teacher education programs throughout the country. With a few exceptions, where professional laboratory experiences are provided for students prior to the student teaching experience, such activities are related to professional courses and are limited to school situations. It has been suggested earlier, and bears repetition here, that both these aspects of the program need careful study and experimentation. To implement fully the principles suggested in Chapter I professional laboratory experiences must be extended to the larger school and community setting and must be an integral part of academic as well as professional courses.

#### PROCEDURES FOR CHANGING THE CURRICULUM TO INCLUDE MORE PROFESSIONAL LABORATORY EXPERIENCES

As was stated earlier in this report, the recognition of a need for more professional laboratory experiences for students has been present in the thinking and planning of staff members for a long time. Attempts to modify programs to meet this need have been made in some cases by individuals, in other institutions by small groups holding a similar philosophy, and in still other schools by the entire staff group. Such efforts have produced a great variety of plans, extending all the way from changes in one course to revisions of the entire four-year curriculum. An analysis of many such developmental steps leaves the impression that problems are ever-present, regardless of the approach made, and that there is much work to be done in reaching more sound solutions to these problems of bringing about change.

#### *One Teacher Modifies One Course*

A story of the way in which one staff member went about putting her convictions into action is reproduced here to illustrate what might



be done under the limitation of working almost independently within the framework of a given program. It is not to be assumed that this is the best way to operate for curriculum revision. It is, however, a way which has proved to be valuable in the beginning stages.<sup>27</sup>

*Situation, 1945-46.* The College has no campus school. All laboratory experiences with children are in a city elementary school one half mile distant. Five teachers in this school are employed jointly by College and city. . . . They are called supervisors.

*A Need is Felt by Students, Supervisors and College Teachers.* Seniors entering student teaching had been experiencing certain difficulties in adjustment. They and the supervisors felt that closer co-ordination of theory and practice was needed. The supervisors had asked particularly for observation in small groups rather than in large classes and for observation in one situation over a period long enough to study child growth.

*One Course is Selected for a Beginning Step.* The sophomore psychology course was selected for this study of observation rather than the work in education during the junior year. This was because the instructor in psychology was also director of training and thus could fit the work into her regular activities better than could the instructor in education.

*Psychology 221-2-3a* was scheduled Monday, Tuesday, and Thursday at 9:00. Study of schedules at the first class meeting showed a common free hour at 8:00 on Thursday. So the observations were planned from 8:30 to 9:40 on Thursdays. School opened at 9:00, so this provided opportunity for conferences with the supervisors before school.

*A Supervisor Cooperates in Getting the Program Started.* Since the group was interested in child development the fourth grade supervisor who had attended a workshop in this area sponsored by the State Department of Education was asked to share in the initiation of the work. She met with the class as a group for general discussion on October 4, 1945. Then the class as a group observed in her room for an hour. A guide sheet for this observation was mimeographed after a conference between the instructor and the fourth grade supervisor. It was an attempt to co-ordinate the first unit in psychology entitled "How to Study and How to Learn" with the beginning observations. On October 11 and for four other Thursdays in the fall quarter, the class observed in five small groups, each focusing on several items selected by the class from the guide sheet.

*The Instructor Meets a Problem: Students Express an Interest; Help of Other Staff Members is Sought.* At the beginning of the winter quarter the instructor found it difficult to allot more than five class periods out of the 10½ weeks quarter to observation. The students also expressed a desire to see children at a different time of day and in a greater variety of experiences. A letter to three subject matter teachers work-

<sup>27</sup> From a report by Katherine Anthony, Madison College, Harrisonburg, Virginia.

ing with these same students was an attempt to solve both problems by suggesting one observation each quarter in the subject matter area. . . .

*Subject Matter Teachers Cooperate.* The three subject matter teachers had conducted class observations at Main Street School and had a background to understand the situation. They readily agreed to modify one of their class observations for the winter quarter. The students were divided into the same five groups as in Psychology 222a and each group observed in a particular classroom. The supervisors arranged experiences in the subject taught by the teacher allotting the class hour to observation.

*Students Take Some Initiative.* Students became interested in studying children at home. Some made anecdotal records of small kin or neighbors during vacations. Several took reading material to young parent friends or relatives. They also tabulated their experiences as follows:

*Laboratory Experiences Connected with Psychology 221-2-3a  
in 1945-46*

<i>Experiences</i>	<i>Number students</i>
Observed child in a home	10
Observed child in a classroom	18
Ate lunch with child	9
Played with child's class group	16
Walked home with child	5
Used school records to learn about child	18
Went home visiting with the supervisor	13
Used standardized tests to learn about child	13
Heard child read	16
Helped child on a school subject	14
Had conference about child with supervisor	18
Had joint conference with supervisor and all sophomores working in the room	11
Had conference with seniors teaching children	7
Read in library to help study child	18
Made ophthalmograph readings of children with help of physics teacher	2
Made telebinocular reading of children	4
Took children on trips	4
Served as chairman for grade group	10

*A Second Year of Experimentation is Begun (1946-47): Experiences Begin to Affect Total Program.* The scheduling of observations continued as a problem. . . . The students wanted more observation and at different times of day to give greater variety of experience. The three instructors who had held the "distributed observations" the previous year continued to cooperate. The students initiated new activities. One was much interested in physical education and sought the help of her fellow observers in preparing a list of desirable games to teach each group of children at the school. This contact led to a number of the students playing games with the children, and to conferences and

exchange of materials between the teachers in physical education and in psychology. . . .

Similar inter-relationships were developed with the teacher of physical sciences. The college students reported the children's reactions to the science class. The physical science professor suggested further work in the kindergarten or in the other grades. This integration of experience did not occur, however, with all observing groups. . . .

*The Instructor and Students Evaluate.* Students were still asking many questions about techniques. The instructor came to the conclusion that the experience was too systematic, that sophomores first needed to live with children informally.

In the conferences with each observation group students spoke more freely about the observation scheme than in class or in individual conferences with supervisors or instructors. The general theme again was dissatisfaction with the observation schedule. The group working in the second grade had a definite plan. Instead of the three "distributed observations" discussed above, they wanted an entire day at the school. They wanted to go in groups of no more than two to get the greatest possible chance to talk to the supervisor and to participate. Their idea was one day's class cut for each student granted by the chairman of the attendance committee. This group presented the scheme to the class and their proposal was met with unanimous approval. The three who had first made the suggestion were asked to work it out. No memorandum was sent to the subject matter teachers. In the meantime, the "distributed observations" were postponed.

The committee of sophomores interviewed each of the subject matter teachers whose classes met on Fridays since that seemed the best day. The teachers thought it a very good plan but wanted all students in a course to observe whether or not they were members of Psychology 222. This meant that the "day" would give the variety of observation experiences, but that chances for participation and conference would be reduced. The class voted to defer the "day" to the spring quarter when groups could be made more even. . . .

*Individuals Have Different Experiences.* One of the students cared for a neighborhood 3-year-old and reported it in class. Interest was high and three others have done some work of this kind.

One student has from the beginning of the year applied her findings in psychology in observing her baby sister. A recent visit home after six weeks' absence enabled her to see growth in terms of Gesell's "gradients." This was a very enriching experience for the class.

One boy, being studied in the fourth grade, has been sick and needs help in spelling. The sophomore studying him is now doing this coaching under the direction of the fourth grade supervisor. She has shifted her library reading to the psychology of spelling and to examination of books on spelling.

At the close of the first semester the students were asked to report on their work at Main Street School. The following tabulation summarizes the data:

<i>Experiences With Children</i>	
<i>Type of Work</i>	<i>Number Sophomores Reporting</i>
1. Observed child in classroom	33
2. Ate lunch with child in school cafeteria	12
3. Played with child's class group	31
4. Walked home with child	5
5. Used school records to learn about child	33
6. Went to child's home, with grade supervisor	28
7. Used standardized tests	33
8. Helped child with reading or other school subject	16
9. Had conference about child with grade supervisor	20
10. Had joint conference with supervisor and all sophomores in group	16
11. Taught class a song or dance or read a story	5
12. Worked in church schools	4
13. Took children to movie	1
14. Cared for young children	4
15. Observed little sister when home for vacations	1
16. Conferred with instructor in grade groups	33
17. Conferred with instructor individually	33
18. Read in library for help in case study	23
19. Bought Ohio University <i>How Children Develop</i> to help in work	10

### *The Instructor Again Evaluates.*

#### I. Values Derived from the Project

##### A. Content in Psychology

For a number of years instructors in all sections of Psychology 221-2-3 at this college have been working to make the content more functional. In recent years the child guidance program in the elementary schools of the state has suggested further revision of content in the section for elementary majors. But this consecutive observation in small groups has served as an organizing center and therefore has been a stimulation and guide to the instructor as well as the students.

##### B. Growth in Students

Students naturally find more meaning in principles in psychology when related to actual laboratory experience. This is evidenced by (1) a higher type of assimilative reading in parallel books and (2) the frequent application of principles to observation of children in other situations.

Students observing only in large classes at an off-campus school until the last quarter of the junior year tend to build up fears and inhibitions concerning student teaching. Sophomores working with

the supervisors have built up a friendly informal relationship with them and with various members of the Main Street public school personnel. They know the building and feel at home in it.

The instructor in elementary education characterizes the 1946 juniors as the "most professionally mature group I have had." . . .

C. Co-ordination of Subject Matter Courses with Psychology 221-2-3a.

The present set up at the college makes co-ordination through co-operative teaching of fused courses impractical. Integration at the sophomore level has been worked for consistently through faculty conferences, both formal and informal. For the first time sophomores have been informed of the problem and have had a definite part in its solution. Since relations are built up in the last analysis in the student's thinking, the co-ordination activities carried on by certain of the students and shared by all are a step forward.

## II. Problems for Further Consideration

### A. Nature of Experience

The experience is too systematic for a first one. Collège sophomores need more informal living with children in homes, in clubs, and on playgrounds. They need to use psychology in these situations to *know* children before attempting to learn the skills involved in making case studies.

### B. Time Involved in Guidance of the Sophomores

Because making case studies presented a difficult problem for sophomores the supervisors and the director of elementary training have given them an unusual number of conferences. . . .

### C. Faculty Conferences

Conferences among faculty who are teaching sophomores have dealt on the one hand with general objectives or aims and on the other with needed content and activities in courses. They have not involved systematic co-operative planning on the basis of shared syllabi. This is necessary if the co-ordination of all sophomore courses around the student's laboratory experiences at Main Street is to move to a higher level.

### D. Relation to Junior Year

Students enter the junior year of the elementary curriculum from other colleges. They also transfer from other curricula in this college. Such students have not usually had laboratory experiences with children similar to the sophomore work in psychology. As a result there is a wide difference in attitudes and skills in child guidance. This makes a difficult teaching problem. Emphasis on integrated experience should in some way be extended to the junior year.

The above brief report is suggestive of the way in which individual

instructors may bring about more functional direct experiences as a part of course work. As the evaluation by the instructor points out, it is only a beginning and much more needs to be done if the principles suggested to govern laboratory experiences prior to student teaching are fully implemented. No one would be quicker to make such a statement than the instructor who carried this work forward. But even these first attempts are a helpful illustration of two basic steps, namely, (1) the use of more frequent and more closely related laboratory experiences as a part of a given course, replacing class discussion and readings by such experiences which facilitate the learning process and make discussions and readings more meaningful, and (2) the development of closer relationships with work in allied areas through seeking the help of instructors in these fields, through cooperative planning, and through an exchange of ideas leading to the use of laboratory experiences in other courses.

*Committees Study Possibilities of Revision and Suggest a Modified Program*

In addition to individual staff members working within their own instructional program for improvement, a committee approach was used at one state teachers college.<sup>28</sup> The organization of committees followed a typical pattern with an over-all group and several sub-groups with special functions. The final report of the total group was in the form of a suggested revision of the four-year program for the purpose of including continuous contacts with youth. The main points of that report are reproduced here to illustrate the kinds of plans that might be set out in advance by groups who study the problem. Everyone would agree that the processes used in curriculum revision should be determined by the situation, and there can be no question but that the proof of any plan or process is in the quality of the product—the teacher. This report does not aim to evaluate various techniques for curriculum development. The purpose is to illustrate a number of ways staff groups are working to improve the curriculum offerings for prospective teachers.

In reading the report which follows it must be kept in mind that: it is experimental in nature; it has not been tried out; it is suggestive.

Many of the desirable objectives of the present curriculum could likewise be objectives of this experimental curriculum. There are, however, certain objectives which would be especially sought after in the

<sup>28</sup> From a report by Dr. H. A. Jeep, Ball State Teachers College, Muncie, Indiana.

experimental program. Those which would receive special emphasis are:

1. The development on the part of the student of a disposition and an ability to plan intelligently for his own growth.
2. The development of an appreciation of teaching as a thing to be studied rather than a thing to be learned (mastered).
3. The development of a critical attitude and an ability to evaluate oneself, other teachers, and education in general.
4. The development of an awareness of the learner and the ability to look at problems from the angle of teacher satisfaction.
5. The development of an insight into working teaching principles. Mere verbalizations will be discouraged.
6. The development of a philosophy of education and a philosophy of life.
7. The development of an appreciation of relative values.
8. The development of an understanding of oneself.
9. The development of an ability and a desire to profit from professional reading.

The experimental curriculum is characterized by the following departures from the present program:

1. *Major emphasis is placed upon participation.* It should be noticed that the plan calls for participation rather than observation.
2. Under the present plan the professional work is confined almost entirely to the senior college. The experimental curriculum *distributes the professional work throughout the entire four-year program*, making it possible for the students to have almost continual contact with either Burris or some other public school.<sup>2</sup>
3. *The plan displaces all required professional courses*—including twenty-eight hours required by the education department and the special methods courses.
4. *One of the student teaching courses* is moved up to the sixth quarter.
5. The scheduling under the experimental curriculum would be much less uniform than under the present plan. *The assignment and group and individual conferences under the experimental plan will be determined almost completely by the needs of the individual students.*

The number of students participating should be limited to *twenty-five or thirty secondary students*. In order to have this number graduate on this plan it may be necessary to start a few more as freshmen. In order to be altogether consistent with the philosophy back of the plan, it would be necessary to conduct the experiment on a non-departmental basis. . . .

It is believed that much of whatever merit this experimental curriculum may have it is due to its *flexibility*. It would be very easy under this plan to adjust the number and kinds of conferences, the amount and kind of Burris and other public school contacts, and all other work

<sup>2</sup> Burris School is a public school used as a laboratory school by the college.

connected with the students' education, such as library work and problem assignments, to the requirements of the individual student.

Simply because the plan places great emphasis on participation, it is not suggested that there should be absolutely no observation for certain students. To omit all observation would be unwise if not impossible. It may even be true that in some instances more actual student time would be spent in observation than in participation, but the whole experiment should be influenced by the principle that participation is the opening wedge to and the beginning of real learning and not something to be reached in the more or less distant future. . . .

### *Freshman Year*

The experimental plan calls for eight hours of participation during the freshman year, four hours in each of the last two quarters. By "four hours" is meant that four hours of college credit will be given for each quarter's work. The plan calls for two hours of daily participation at Burris, during the winter quarter in the junior or senior high school and during the spring quarter in the grades. The plan also calls for two general meetings a week on the campus.

Since the plan calls for a total of twelve hours a week in participation and class meetings, it is obvious that with his other work this would be too much to require of the student for four hours of credit if the plan were strictly adhered to as a minimum requirement. It is not intended, however, that the scheduling of the student's load should be strict and uncompromising. No attempt should be made during the freshman year or at any other point throughout the four years' work to keep students together, either in the things they are doing, their present achievement, or their potential growth. For example, the two hours' daily participation at Burris means simply that the student's schedule should permit a minimum of two hours. But these two hours will actually be used as the needs of the individual student may require. For one student, part of this time will be spent in library reading; for another, part of this time will be spent in conference. . . .

The freshman participation should, as a general rule, be nondepartmentalized. Students should not be assigned to Burris teachers in their major fields. The primary purpose of this first-year participation is to cause the student to increase his knowledge of the school boy and girl.

### *Sophomore Year*

The first two quarters of the sophomore year will be given over to participation in the major fields. It will be noticed that both the first and second quarters give six hours credit. It will also be noticed that there are three regularly scheduled class meetings a week on the campus. As in the freshman year, these hours are flexible and should be adjusted to the needs of the student.

Even though each student will be participating in his major subject at Burris, he will at the same time be encouraged to cut across major field lines in his thinking at the group meetings on the campus since all



the students, regardless of major fields, should meet together. A member of the Education Department, as many as possible of the Burris teachers, and campus teachers of the major fields concerned should all sit in on these group meetings.

In this experimental curriculum, student teaching should not be thought of as a test or as a try-out to see what a person has learned. It should rather be looked upon as a stage in the learning process. It may, in some cases, almost be the beginning of the learning process. It is for the purpose, first, of making growth during the experience and, second, of inciting and motivating further growth after the term is completed. In order to serve these two purposes best, the first term of teaching is planned in the last quarter of the sophomore year.

### *Junior Year*

The participation in the junior year (two quarters) will differ, as a general thing, from that in the preceding years both in nature and in amount. The schedule will permit only half as much time at Burris as during the first two years and only one meeting a week will be held on the campus. Two hours credit will be given each quarter. The participation time will be spent in a class assignment but, in order for it to serve as a broadening experience for the student and to give him at least a sympathetic understanding of other subjects, this participating will be done in a subject other than his major field. It should also be noticed that the weekly meeting will be in charge of a faculty committee instead of an instructor.

### *Senior Year*

During the first quarter of the senior year, the student will have his second student teaching assignment.

The participation during the second quarter of the senior year would focus the attention of the student upon community relations. The student should be assigned to a class sponsor, guidance teacher or school administrator. His work would be under the control of a faculty committee, as it is during the junior year.

The last quarter of the senior year should be on the seminar or individual assignment basis and should be, in most instances, observation rather than participation. Each student should be assigned to an individual instructor on much the same basis as in thesis work on the graduate level.

This experimental program is challenging and suggestive. While it has not reached the point where ways in which the staff worked in the development of the plan can be reported, it is hoped that the group involved will keep careful records of their work and will make both their method of work and their findings available to other teacher preparing institutions. The study will have special interest for those

concerned with laboratory contacts throughout a four-year program, with helping to break down the artificial barriers of subject matter lines in the preparation of secondary teachers, and with experimenting with a flexible use of laboratory contacts in terms of the particular needs of the individual student and his needs in relation to the particular area of study.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

There is perhaps no phase of professional laboratory experiences where practices are more confused and more in need of study and experimentation than that of the experiences that should precede student teaching. That the member institutions of the American Association of Teachers Colleges recognize this need and the significant part such experiences can play in professional education is indicated by the attention given to this area by members of the School for Executives at the 1946 meeting at Chautauqua, by the strong recommendation of this group that the committee not limit its study to those professional contacts known as student teaching, and by the nature of the experimentation being carried on in this area in a number of the colleges. That the committee recognizes the significance of this phase of the work is evidenced in the principles formulated and in the space given in this report to sharing data regarding experimentation with laboratory experiences prior to student teaching.

A study of the competencies needed by today's teachers, of the results of experimental work in the field of the learning process, and of the nature and purposes of the experimentation being carried on in the various colleges points to the following:

1. That *direct experience facilitates learning*. Many students have little or no background of experience to understand the concepts being developed in teacher preparing institutions. In fact, many of their experiences in and out of the school have been in contradiction to the basic ideas essential to their professional preparation.
2. That the need for direct experience to give meaning to ideas and to develop functional understanding that leads beyond verbalization to ability to implement ideas in action *applies equally to academic and professional courses*. One of the ills of our society is the lip service given to such problems as intercultural relations, labor relations, and moral values without corresponding and consistent action. Many of the learnings resulting from work

in so-called academic courses are pertinent to the needs of the student both as a person and as a professional worker.

3. That the need for direct experience applies equally at all levels of maturity. The nature of preceding experiences in a given area rather than the age of the learner or his position in the educational ladder is a criterion for determining the amount of direct experience needed. Such direct laboratory experiences, therefore, should be *an integral part of the work of each of the four years of college.*

These three basic ideas have further implications for the development of professional laboratory experiences with reference to such factors as the place of observation, the needed relationship between observation and participation, the integration of laboratory experiences and other parts of the college program, and the selection and guidance of laboratory experiences in terms of the needs of individual students. They suggest:

1. That *initial contacts with new areas of learning call for participation in laboratory experiences rather than observation only.* While observation and participation can never be wholly separated, emphasis should be on participation when a student is becoming acquainted with an area of study rather than the reverse emphasis on observation which characterizes current practice. Laboratory contacts which are essentially observation have more meaning for the learner *after* he has had direct experience in the area. Participation as used in this statement does not refer to the student necessarily accepting any major responsibility for the laboratory experience. Nor does it always mean overt physical activity. Rather, it suggests study in cooperation with the person in charge based (1) upon understanding of the learners involved, the purposes to be achieved with them, the nature of the experience and the plan for guiding the learners in this experience, and (2) upon opportunity and responsibility for evaluating the work as it is carried out with learners and for offering suggestions for its further development.
2. That the above mentioned type of *active participation calls for continuity in the study of a given laboratory situation.* Really to understand a situation, to be intelligently active in it, and to note change and how it came about calls for something more than scattered laboratory contacts. Other things being equal, a few laboratory contacts that are studied in their various aspects and

really understood are to be preferred to a larger number that are partial and not continued long enough to achieve the purposes for which they are designed. The length of time spent in a given situation or type of laboratory experience will vary with individuals and their stage of development as well as with the nature and complexity of the particular experience.

3. That *one laboratory experience may contribute to understandings in several areas of study* in which the student is engaged at the college. Looking at the various aspects of an experience will, in a number of cases, contribute to a variety of learnings. Members of the faculties of teachers colleges need to study such interrelationships and to work together in helping the student to integrate his experiences through focusing upon different aspects of the same laboratory experience.
4. That laboratory experiences should be *selected and guided to meet the needs of the individual student* in terms of *giving meaning to concepts being developed in college classes and through raising questions and problems helping him to set new goals for his further work*. To do this means the use of a wide range of laboratory experiences within the school and in the community, with individuals and with groups, with children, youth, and adults of varied abilities and backgrounds. It further means that the number of contacts, their type, and the length of time given to them will vary for individuals within a college class group. Such variation will be conditioned by the needs of the individual in terms of the particular area of work.
5. That, other things being equal, *laboratory experiences prior to student teaching take on added meaning when integrated with other parts of the college program*. This suggests that the student derives more from his laboratory contacts prior to student teaching when they grow out of and are brought back to his work in college courses, than when they comprise a separate and independent series of guided experiences. The more closely the student sees the bona fide and real interrelationships among his experiences the more unified his learning can be.

That it is possible to achieve these ends is suggested by the experimental programs now being developed in selected colleges. That these ends call for the extension of laboratory facilities to include more than the laboratory school is evident. It is implied that the students and staff make use of laboratory situations as they now use the library.

To realize these ends in a greater number of institutions calls for increased experimentation on the part of more individuals and college groups. The problems of selecting and effectively guiding professional laboratory experiences prior to student teaching are many. They appear in a variety of ways in different institutions. In terms of the particular problems of the local college, it is suggested that individuals and faculties experiment to find sound answers to such questions as:

1. What factors govern a desirable balance between pre-student teaching laboratory experiences and vicarious experience and study?
2. How effectively relate laboratory experiences and other types of study? What factors affect the student's ability to see appropriate relationships?
3. What factors govern the selection and guidance of laboratory experiences?
  - a. What elements in a learning situation should a student comprehend in order to participate intelligently?
  - b. When is one longer exposure to be preferred to several shorter experiences in different situations and with different activities?
  - c. When is a brief time daily over a longer period of time to be preferred to all-day participation over a shorter period of time?
4. How evaluate the participation of students in laboratory experiences?
5. Who shall take responsibility for the guidance of students while engaged in professional laboratory experiences?
  - a. What is the role of the college teacher?
  - b. What is the role of the laboratory teacher?
  - c. What is the responsibility of the teacher of academic areas to point up, in course and laboratory experiences, the professional implications of the content?
6. What type of curriculum organization best facilitates the desired program of laboratory experiences?
7. What type of college administrative organization is necessary to facilitate a sound program of laboratory experiences prior to student teaching?
8. What are *adequate* facilities for the needed laboratory experiences? How are the facilities needed for large numbers of students to be found?

These questions are as challenging as they are difficult. Most teachers colleges allocate a large part of their budget to the development and use of laboratory facilities. How can they be developed and used to provide the laboratory experiences needed prior to student teaching?

## CHAPTER IV

### STUDENT TEACHING—A PROFESSIONAL LABORATORY EXPERIENCE

**W**ITHIN the framework of guiding philosophy, principles, and objectives of pre-service education of teachers as set up by those who are engaged in the organization and administration of the curriculum can be found a deep concern for providing students with first-hand contacts with children. The most obvious manifestation of this concern is found in the various expressed points of view regarding the place of student teaching in the program. The Committee on Professional Laboratory Experiences proposed the following as the unique purposes of professional laboratory experiences, including student teaching:

Principle I: The particular contribution of professional laboratory experiences to the professional education of teachers is three-fold: (1) an opportunity to implement theory—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

All over the country at the present time, staffs are attempting to define what they feel are the purposes of student teaching in their institutions. At one college there is under way a study which may result in a complete revision of the total program of professional laboratory experiences.<sup>1</sup> The staff of this institution has proposed the following as tentative purposes for the student teaching program:

#### *Objectives of Student Teaching Program:*

(Tentative Form)

1. To provide experiences for the student that will develop desirable personal characteristics and desirable relationships with others
2. To provide experiences for the student that will develop ability of the student to work effectively with parents and other citizens in promoting the education and general welfare of the pupils

<sup>1</sup> Illinois State Normal University, Normal.

3. To provide opportunities to develop continually a philosophy of education that is sound, workable, growing, and democratic
4. To provide experiences for the student in using methods of instruction to the point where he will be competent to undertake and do independent teaching
5. To provide experiences for the student teacher in recognizing individual differences in pupils and in providing for such differences in teaching
6. To provide experiences in evaluating the results obtained in teaching and in accomplishing the general objectives of the school program
7. To provide experiences for the student that will develop desirable professional interests, attitudes and ideals
8. To provide experiences for the student that will enable him to see his responsibility to the administration both in carrying out administrative assignments and in using democratic procedures for improving school administration
9. To provide opportunities for the student to improve his academic background that is needed in teaching

In a statement of their philosophy of teacher education at another college these objectives are stated for student teaching on the secondary level:<sup>2</sup>

1. The development of greater mastery of subject matter and of educational principles
2. The development of some measure of skill by the student teacher in certain fundamental methods, procedures, and techniques used in the teaching-learning process
3. The development of desirable professional interests, attitudes, and ideals
4. The development of desirable personal characteristics and of desirable relationships to others

A staff group responsible for the *Integrated Course in Elementary Education*, of which student teaching is the major part, at a third teachers college made the following statement in reporting on the purposes of this course:<sup>3</sup>

Education in the professional field as in any other is a process of living; therefore, actual experience with children in the classroom, on the playground, and in the community provides for the student the best opportunity to acquire a philosophy of education, effective techniques of teaching, and power to direct children's progress helpfully. Theory to be meaningful must be directly associated with practice in thought-provoking and meaningful situations.

<sup>2</sup> Miner Teachers College. *A Handbook for Student Teachers*. Warwick and York, Inc., Baltimore, Maryland, 1940. Page 11.

<sup>3</sup> State Teachers College, Milwaukee, Wisconsin.



## PLACE OF STUDENT TEACHING IN THE TOTAL PROGRAM

There can be no question as to the recognition of the importance of student teaching as a professional laboratory experience in the total program. What provisions are actually made for this admittedly desirable part of the curriculum? Where is it placed in the program? How much time is given to it? Study of the following tables, charts, and graphs will supply the answers as revealed in the data gathered by the Committee on Professional Laboratory Experiences.

TABLE 4. *Placement of Student Teaching in the Professional Sequence*

Placement	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Student teaching is so placed in the professional sequence that:								
1. It comes after the student has completed all basic professional courses	22	48	12	19	22	53	11	12
2. Parallels professional courses in the field of major interest	25	24	39	12	18	21	38	6
3. It comes after the student has completed all academic courses†	6	11	21	52	4	8	22	40

\* U—A practice or policy which is *uniform* or college wide in its application.

G—A practice or policy which is *generally* used in a majority of cases or by a majority of departments or persons.

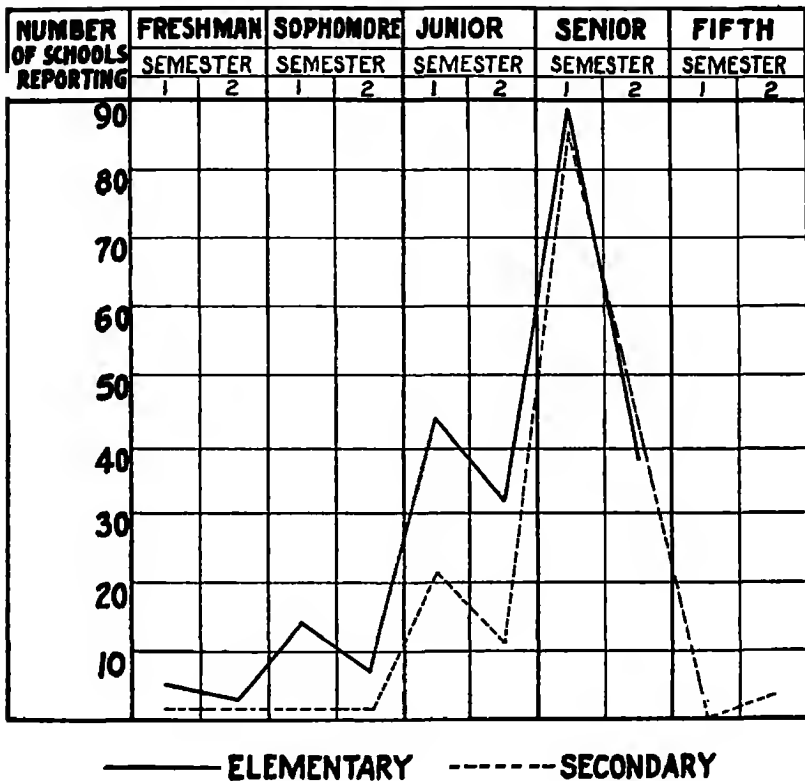
M—A practice or policy which is used by a *minority* of departments or persons or in some cases.

N—A practice or policy *not* used.

† Table 4 suggests a discrepancy since the total number of responses on items 1, 2, and 3 is greater than the total number of colleges responding to the questionnaire. This is due to the fact that in some cases an institution responded "U" or "G" to both items 1 and 3.

More specific information on the placement of student teaching is shown in Chart III. This chart clearly shows that the first semester of the senior year is the point in the professional curriculum where student teaching is most frequently placed on both elementary and secondary levels. The junior year is the next most frequent placement for both prospective elementary and secondary teachers, although there are almost as many colleges offering student teaching in the sophomore year for elementary teachers as there are institutions offering this work in the junior year for secondary teachers. (Some of the programs in which stu-

CHART III—PLACEMENT OF STUDENT TEACHING IN THE TOTAL PROGRAM



dent teaching is reported as offered in the sophomore year for prospective elementary school teachers are two-year curricula and the student teaching reported is the terminal professional laboratory experience.) A very few schools offer a student teaching experience during the freshman year—five on the elementary level, one on the secondary. Two institutions reported student teaching on the secondary level during a fifth year; none on the elementary level.

The full significance of these facts can only be determined when they are reflected against (1) the number of assignments to student teaching included in the program of a given institution, (2) the type of laboratory experiences provided prior to student teaching, and (3) the general curriculum pattern. The type of laboratory experiences prior to student teaching has been discussed in the preceding chapter.

The fact that a number of the colleges placing student teaching in the senior year now provide few laboratory experiences (other than group observation) prior to this time is significant in terms of the principles agreed upon by the majority of the colleges participating in this study. This has even greater significance in the light of the data reported in Chapter II indicating that 87 per cent of the colleges offered professional work through the four-year program for elementary teachers while 81 per cent of the colleges developed the curriculum for secondary teachers with some professional work throughout the college program. The number of assignments to student teaching remains to be considered.

#### *Number of Assignments to Student Teaching*

The questionnaire requested data on the number of assignments to student teaching as follows:

TABLE 5. *Number of Assignments to Student Teaching*

Number of Assignments	Number of Responses	
	Elementary	Secondary
Student teaching activities are carried forward:		
1. In a single assignment	29	29
2. In two separate assignments	44	43
3. In more than two assignments	46	33

The number of colleges reporting more than one assignment—90 for the elementary curriculum and 76 for the secondary—is significant in terms of the implied opportunity to work with varied groups and in varied situations. How significant this is it is difficult to estimate due to the fact that when this report was checked against replies to items asking for detailed practices, some discrepancy appeared. For example, though 46 institutions reported that student teaching on the elementary level was carried forward in more than two assignments, when asked to indicate placement in the program and time allotted to each, only 20 schools responded. The corresponding figures on the secondary level are 33 reporting more than two assignments with only six indicating placement and time allotment for those assignments.

#### *Total Time Allotted to Student Teaching*

In discussing the place of student teaching in the total program it is not only necessary to know *where* it is placed but also *how much time*

is actually provided. Chart IV indicates the range in the number of weeks students spend in student teaching in the 157 member institutions of the American Association of Teachers Colleges submitting data. As indicated in the chart the majority of colleges provide from 12 to 18 weeks of student teaching experiences in the first assignment to student teaching, with the largest number of institutions indicating an 18-week period for prospective secondary teachers and a 12-week period for elementary teachers. This is interesting in view of the fact that almost as many secondary curricula (76) were reported as including a second assignment as was the case for elementary curricula (90). The time range for the first assignment to student teaching for both elementary and secondary teachers is from 3 to 36 weeks.

The second assignment to student teaching likewise is most often a period of either 12 or 18 weeks in both the curricula for elementary and for secondary teachers. The range is from 3 to 24 weeks for both the elementary and the secondary group. The data, taken as a whole, indicate that relatively few institutions provide a third assignment.

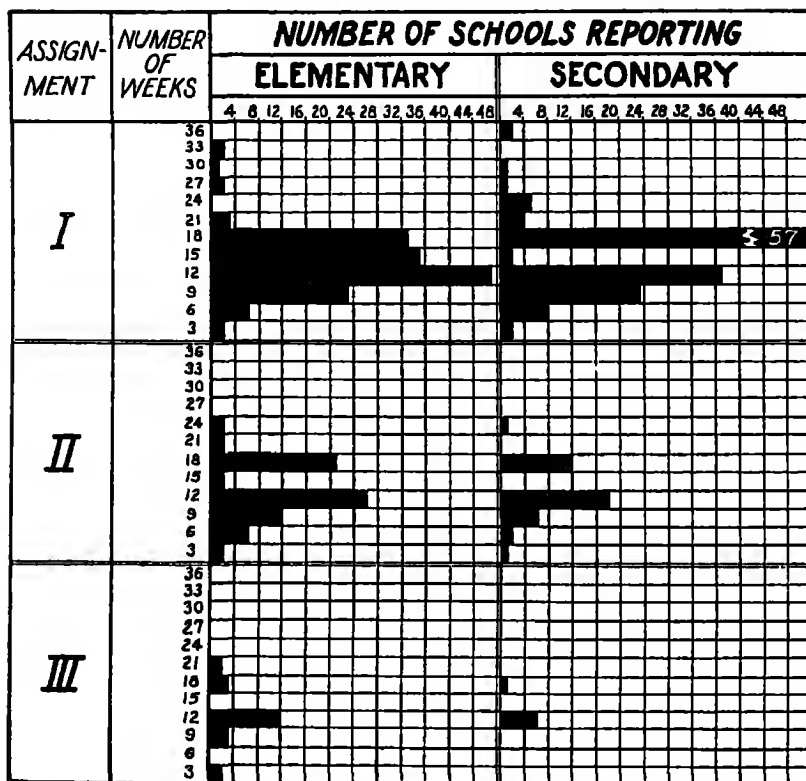
The length of each assignment to student teaching, to be really meaningful, must be seen in the light of the amount of time spent in the laboratory situation daily. Such data are given in table 6 below.

A study of Table 6 indicates that in the curriculum designed for elementary teachers the student during the first assignment to student teaching spends three hours or less per day in the laboratory situation

TABLE 6. *Hours Per Day Spent in Student Teaching in I, II, III Assignments*

Hours in Student Teaching Daily	Number of Schools Reporting Assignments					
	I		II		III	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
1	29	57	24	26	6	5
1½	9	3	6	2	2	
2	18	17	14	9	5	9
2½	4	1	1			
3	22	5	6	1	2	
4	4	3	1	1		1
5	10	5	7	3	1	
5½	2					
6	6	8	4	2	2	
7	1	1	2	1		
8	2	2	1	1	1	

CHART IV—NUMBER OF WEEKS PROVIDED FOR STUDENT TEACHING IN I, II, AND III ASSIGNMENTS<sup>1</sup>



**TOTAL NUMBER OF SCHOOLS REPORTING**

ASSIGNMENT	ELEMENTARY	SECONDARY
<i>I</i>	149	118
<i>II</i>	68	39
<i>III</i>	20	6

<sup>1</sup> Chart IV should be read as follows: a first student teaching assignment of 18 weeks for elementary teachers is reported by 33 colleges; on the secondary level a first student teaching assignment of 18 weeks is reported by 57 institutions. For elementary teachers a second assignment of 12 weeks is reported by 25 colleges; for secondary teachers a second assignment of 12 weeks is reported by 18 colleges.

The data in Chart IV are meaningful only when interpreted in the light of Table 6, page 149 and Table 7, page 151. Table 6 reports the hours per day spent in student teaching during the first, second, and third assignments. Table 7 combines the data relating to number of weeks spent in student teaching and hours per day during the first assignment, and therefore presents a more complete and accurate reporting of the total time allotted to student teaching in the member institutions of the American Association of Teachers Colleges.

in 82 colleges, the range in the 107 institutions responding being from one hour in 29 colleges to eight hours in two colleges. For secondary teachers, of 102 colleges responding, 83 provide three hours or less of student teaching during the first assignment with a range from one hour in 57 colleges to eight hours in two situations. The one hour daily assignment is the most frequently used single pattern in both the first and second assignments in both elementary and secondary curricula.

To see more clearly the time allotted to student teaching in the professional program, the table which follows shows, for the first assignment, the relationship between the number of hours spent in student teaching daily and the total length of the student teaching period. The figures report the number of colleges providing the given number of hours daily for the indicated number of weeks.

TABLE 7. *Relationship Between Student Teaching Period Daily and Total Length of First Assignment*

	Elementary										Secondary											
Weeks→	3	6	9	12	15	18	21	24	27	3	6	9	12	15	18	21	24	27	30	33	36	
Hours per Day*																						
1		2	4	11		16	1				1	2	24		34	1	1				1	
2		2	3	15		6	1					2	10		10							
3			4	7	1	10						1	4		2					1		
4		1		1		2		1	1			1	1		4							
5	1	1	5	2		3						1	2		1							
6				1	1	4						1	2		2							
7																						
8			1			2									2	1						
9																						
10						1																

\* To facilitate recording the data irregularities were handled as follows: Institutions reporting "one or two hours daily" are in the first case recorded as one hour and in the second case as two hours; institutions reporting two and one-half hours teaching are included in the three-hour group while those reporting two and one-fourth hours of teaching are included in the two-hour group; institutions reporting "from two to four hours daily" are included in the three-hour group; those reporting seventeen weeks of student teaching are reported under eighteen weeks while those reporting ten weeks are included in the nine-week group.

These data, supplemented by careful examination of responses on the complete questionnaire, study of catalogs and other printed materials, and in some cases study of the program in operation, indicate what might be called three rather common patterns in providing for student teaching. Two of these patterns are in sharp contrast and illustrate one of the major issues in teacher education. The third seems to be a compromise.

Pattern I. The most frequently reported pattern for student teaching is that of one hour per day for a period of from 12 to 18 weeks. It should be noted that this pattern is more common on the secondary

level, 58 institutions reporting it as "uniform" practice; 27 on the elementary level.

Pattern II. A few institutions reported a very different pattern, one which is designed to permit students to spend the entire school day with a given group of children (or with groups in a given area on the secondary level) for a period of from 6 to 9 weeks, and in a limited number of schools, from 12 to 18 weeks.

Patterns I and II illustrate two points of view with respect to the student teaching assignment. In most instances, where the curriculum is so designed as to favor Pattern I, it is the result of a concern for the maturation rate of students. In these colleges, staff members believe the period of student teaching must be extended over a period of time long enough to permit greater maturation of the student and that maturation is a slow process. To provide a limited amount of direct experience over the longer period is more important to these teacher educators than provision for intensive contact with the total school and community situation over a shorter period of time. However, neither pattern should be evaluated apart from the total curriculum design of a given institution. The nature and extent of direct contacts prior to and following the student teaching assignment must be considered in determining the exact pattern best for a particular situation.

Some college staffs recognize the importance of both the rate of maturation on the part of students and the need for direct experiences in all the phases of the role of the teacher, both in and out of school. Since the total time allotted to student teaching is limited by other requirements in many institutions, some staffs have planned a compromise of the two patterns already mentioned.

Pattern III. This design calls for a student teaching assignment in which the student spends one-half day in the classroom situation over a period from 9 to 18 weeks. It should be noted that this pattern is used frequently in curricula for elementary teachers, but is still uncommon in secondary teacher education programs.

Table 8 summarizes the data in Table 7 with special reference to the patterns described above.

The basic issue is, of course, which experience provides better for the growth of the prospective teacher: Pattern I with a short exposure over a long period of time, Pattern II with a full-day exposure over a shorter period of time, or Pattern III as a compromise? Actually, the basic issue cannot be resolved on the time basis alone since the *quality of experience* is the really important factor. The nature of activities in

TABLE 8. *Patterns of Student Teaching*

Pattern	Number of Responses	
	Elementary	Secondary
Pattern I 1 hour per day 12-36 weeks	27	58
Pattern II 5-8 hours per day 6-9 weeks 12-18 weeks	7 14	6 9
Pattern III 3 hours per day 9-18 weeks	22	7

the student teaching program is discussed on page 164. It is only as amount of time spent is viewed in direct relation to the scope and depth of experiences that any one pattern of student teaching can be studied and evaluated adequately.

#### ADMISSION AND ASSIGNMENT TO STUDENT TEACHING

##### *Admission to Student Teaching*

In the minds of many people one of the basic questions regarding policies of admission and assignment to student teaching is the amount of flexibility permitted in providing for individual needs and interests of students. The data from the questionnaire used in this study indicate basic agreement on the importance of individual differences in planning a program of professional laboratory experiences. That is to say, those responsible for the planning of the over-all program do accept the principle in theory. A cross-checking of related parts of the data, however, shows that the principle has had little effect on admission policies in many institutions. For example, note the responses to the items shown in Table 9.

In practice it would seem that the accepted principle in the great majority of colleges is that all students are ready for student teaching at a given time in the four-year program. This fact must be considered in the light of the nature and content of the student teaching experience, however. If the student teaching period or periods are long enough to allow for gradual induction and adequate provision is made



TABLE 9. *Time of Admission to Student Teaching*

Time of Admission	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Admission to student teaching:								
Time of beginning is flexible in terms of readiness for the work	18	10	17	25	17	6	16	25
Time of beginning is automatic in terms of								
a. Completion of a given number of semester hours of work	39	32	1	10	37	22	2	7
b. Completion of designated courses or semester hours in selected areas	46	21	0	11	42	20	1	8

\* For complete explanation of code see p. 146.

for the readiness of individuals through the kinds of experiences planned with and for them once they have been admitted, then some arguments might be advanced for assuming that all students can profit from the experience at the same time in their program. This aspect of the problem is treated later in this chapter. (Page 164) It is well to note here that in many cases such provision is made through basing the selection and organization of the activities of the student teacher on his own needs and interests. From the data in Table 9 it is obvious that the majority of responses indicate that admission to student teaching is automatic in terms of the completion of designated college work. Replies on other questions, however, point to an apparent dichotomy. It seems to be common practice to set up certain standards for admission, to request application blanks, and to expect recommendations as to the student's fitness for the experience. This is evident in the data shown in Table 10.

A careful study of replies of individual institutions to items "a" through "k" points to interesting facts regarding implementation of certain points of view. For example, one college indicated as "uniform" practices of admission the following: health examination prior to admission, recommendation by major professor, review of student's cumulative record by designated faculty representatives, review of student's cumulative record *with* student, and review of observation and participation experiences. Another institution reported the fol-

lowing as "uniform" practices: health examination prior to admission, voice and speech test, recommendation by major professor, application of student orally or in writing, and report on scholarship and completion of course requirements by registrar's office. The cluster of items included in the first instance indicates attention to individual needs and abilities of the student as revealed in previous direct contacts. The latter cluster would seem to reveal an emphasis on static factors

TABLE 10. *Practices Accompanying Admission to Student Teaching*

Admission Practices	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Admission practices include:								
a. Health examination prior to admission	58	4	4	37	45	3	2	36
b. Voice and speech test	30	7	12	48	21	6	11	41
c. Oral and/or written professional examination	5	1	4	73	4	0	3	62
d. Recommendation by official faculty committee	22	5	2	61	18	2	3	50
e. Recommendation by major professor	12	5	8	54	24	8	8	37
f. Written application by student approved by designated person or persons	42	4	3	44	43	2	1	30
g. Application of student orally or in writing	60	5	2	23	50	4	0	19
h. Review of student's cumulative record by designated faculty representatives	62	5	5	26	47	4	6	23
i. Review of student's cumulative record with student	17	11	17	30	15	8	13	29
j. Report on scholarship and completion of course requirements by registrar's office	67	13	5	16	49	12	1	18
k. Review of observation and participation experiences	12	9	9	43	7	6	7	39

\* For complete explanation of code see p. 146.

and the omission of consideration of prior professional laboratory experiences. It is possible that in these college programs little provision is made for direct contacts prior to the student teaching experience.

While the practices indicated in Table 10 would seem to indicate flexible admission policies, actually they often are used in a routine way and carry little weight. For example, in some cases admission blanks are filed by students *after* they have actually begun their student teaching. Frequently information gathered on "application for student teaching" goes to the director of student teaching and is used

only to determine the placement of the student. In some instances, health and speech examinations are superficial, are taken after admission, and little is done with results. While 62 institutions reported that students' cumulative records were reviewed, a follow-up showed that frequently these records included only such data as freshman test results, courses taken and grades received, and reports of special difficulties of the individual. Such records supplied little data on which to base admission to student teaching.

The fact that so few institutions reviewed observation and participation experiences as a basis for determining readiness for student teaching is in keeping with the earlier findings of limited development of professional laboratory experiences prior to student teaching.

There are other institutions which report that admission is not automatic and whose practices seem to be in accord. For example, in one college admission to student teaching is one step in a series, the first in the professional series being an application for professional acceptance at the end of the sophomore year.<sup>4</sup> During the month of May, each sophomore who intends to enter the professional period makes application for professional acceptance. A review of his entire record takes place at this time. The following requirements must be met:

1. All admission requirements must be fulfilled and complete entrance records must be on file.
2. All courses previously failed must be made up or must be in the process of being made up.
3. All remediable physical defects should be corrected. Certification of the completion of this requirement will be made by the Department of Physical Education.
4. All speech requirements must be met. Certification must be made by the faculty member in charge of speech improvement that there are no speech defects which will impair the effectiveness of the student as a teacher.
5. The academic record as shown by the grade index must be consistent and satisfactory.
6. Certification of acceptance in the major subject and also in the

<sup>4</sup>Wilson Teachers College, Washington, D.C.

minor subject must be obtained from the chairman of each division concerned.

A further statement relating to professional acceptance explains the process.

All students accepted finally for the professional period will be notified and the selection of major and minor subjects will be noted on the permanent record card. Thereafter no change in major or minor subjects will be permitted except on recommendation of the counselor and the Registrar. If there is doubt about the acceptance of a student for the professional period, further investigation will be made following the report of grades at the end of the semester. Only persons judged to have potentialities as teachers will be advised to continue into the professional period. No student will be permitted to enter student teaching until all requirements for admission to the professional period have been fulfilled. Students not admitted to the professional period at the end of the sophomore year may be required to take 5 years to complete the regular curriculum, or they may be assisted in selecting a different professional objective.

A copy of the form used for establishing professional acceptance follows:

*Application for Professional Acceptance*

Student's name ..... Date .....  
Specialization: Major ..... Minor .....

Note: Each student must be definitely accepted by the *Executive Council* before receiving junior classification in the college. The responsibility for gathering the necessary information and presenting it to the Council rests entirely with the student. Each of the following items must be answered and certified by the proper persons from the departments involved).

*Following Certified by the Registrar's Office*

1. Are there any admission deficiencies? .....
2. Are complete entrance records on file? .....
3. Are there any failures standing against the student? .....
4. Is the honor point record consistent and sufficiently satisfactory to give a reasonable assurance that the student will be able to graduate and meet the requirements of the qualifying examination? .....

Date ..... Signed .....

*Following Certified by Health Office*

5. Have all remedial physical defects been corrected? .....

Date ..... Signed .....

*Following Certified by Speech Department*

6. Have all speech requirements been met to date? .....

Date ..... Signed .....

*Following Certified by Chairman of Divisions for Major  
and Minor Specializations*7. Do you accept this student for major specialization in your  
field? .....Major (            )            Signed..... Date.....  
Yes, or noMinor (            )            Signed..... Date.....  
Yes, or no*Executive Council Action*

It is apparent that an admission policy has been in operation in this program from the time the student entered college. A health examination and a speech test were taken during the freshman year and either an effort was made to remedy any difficulties or a process of selective elimination was used. For a student to attain professional acceptance at this college does not mean that he is admitted to student teaching, however. During his junior year he will have many direct experiences which may reveal new factors in his potentiality.

Professional acceptance is only one of many steps in a process designed to control the admission of students to teaching. Cumulative records including data gathered, suggestions made, and steps taken serve as the basis of the final admission to student teaching. Reports from this institution show that most students who have good records at the time of professional acceptance are also admitted to student teaching a year or so later. On the other hand, it has become evident that a few students with equally good records are not (or should not be) admitted to student teaching. In other words, there is a continuous process of admission in operation: admission to college, professional acceptance, and admission to student teaching based upon, in addition to other factors, results of contacts with children during the junior year.

The procedures used in this college (and similar procedures used in other institutions) illustrate what would seem to be a desirable policy of admission to various aspects of the professional curriculum. Features of the policy are: (1) the emphasis is on *selective elimination* rather than on admission, (2) this process of selection is in *continuous operation* from original entrance to college through the four years of preparation for teaching, (3) judgments made during the process are arrived at *cooperatively*, (4) decisions are *based on an accumulation of evidence* from a variety of courses and covering a wide scope of experiences, and (5) adequate *attention is given to the redirection* of those who do not go into teaching.

As institutions provide in their programs more professional laboratory experiences throughout the four years, more desirable procedures of *selective elimination* will follow. At the present time so little information regarding the student's application of theory in practice is available by the time he applies for student teaching that admission must be based on limited factors; for example, courses completed and grades received. Records and evaluation of direct experiences prior to student teaching should make possible more accurate guidance of students and, eventually, elimination or admission on a more sound basis.

### *Assignment to Student Teaching*

Highlights on present practices governing the assignment to student teaching, as revealed by the data, present an interesting picture. As a general rule:

Assignments are made by directors of student teaching.

Requests of students are recognized.

Laboratory teachers are informed a day or two prior to arrival of the student.

Laboratory teachers have personal conferences with the student to acquaint him with the pupil group, with the physical organization of the room and the school, and to share work plans.

Schools used are in urban situations and have heterogeneous groups.

Needs and backgrounds of individuals are recognized in some schools as a basis for assignment to student teaching.

Those who are interested in studying the detailed data from which these highlights were summarized may wish to consult Tables 11,

and 12. For the purpose of this section it will suffice to make a more detailed analysis of certain of the practices with regard to assignment to student teaching indicated by a large number of reporting institutions. Various questions concerning details of implementation can be answered partially at least by a study of this breakdown. Certain interpretations of these data present factors in which all those engaged in teacher education should be interested.

**FLEXIBILITY IN LENGTH OF STUDENT TEACHING ASSIGNMENTS.**—According to the reports from the member institutions of the American Association of Teachers Colleges, in more schools than not, the length of the student teaching assignment is the same for all students. It is understood that even in situations where all students have the same length of student teaching assignment, it is quite possible to vary activities within that assignment to meet individual needs, interests, and abilities. It is gratifying, however, that many programs are so planned at present that provision is made for decreasing or increasing the length of the student teaching period in terms of the needs of the individual student. In this connection it is interesting to note the relatively small number of cases in which the "completion of a unit of work underway with a group of children" affects the length of the student teaching assignment. There are some cases where a student comes to the end of his teaching assignment and finds himself in the middle of a large area of experience with a group. It would seem that more institutions might consider the possibility of varying the length of assignments in terms of the work which is underway with a given group of children. While it would not be possible nor advisable for the student *always* to stay in the given laboratory situation until the unit of work is completed, the question might be raised as to whether such arbitrary factors as the close of a week or the end of a quarter should be determiners of the length of the student teaching period rather than

TABLE 11. *Assignment Practices in Member Institutions*

Length of Assignment	Number of Schools Reporting	
	Elementary	Secondary
1. The length of the assignment to student teaching is		
a. The same for all students	78	69
b. Variable in terms of the needs of individual students	55	44
2. The length of the student teaching assignment is varied in terms of		
a. Maturation rate of student	43	33
b. Previous teaching or related experiences	64	47
c. Completion of unit of work under way with children	28	25
d. Temporary personal disability	36	27
e. Need to earn additional course credit	24	23

study of the growth and development of learners through learning experiences.

Another question grows out of the relatively large number of colleges indicating variation in terms of "previous teaching or related experiences." The data do not show to what extent this variation is based on previous experiences *reported* by the student, on the analysis of cumulative student records, or upon *demonstration* of competence in the given student teaching assignment. If the first of the three possibilities indicated is the only criterion used the variation may be quite mechanical and give relatively little weight to the real differences in the needs of individuals.

In various parts of the country standards of certification have been raised, making it necessary for many experienced teachers to return to college for additional work. In some institutions experienced teachers are required to follow the identical student teaching assignment as the young student without experience. Flexibility in length of student teaching assignments would facilitate immeasurably the planning of experiences of real value to veteran teachers. Provision for the experienced teacher may well follow a number of patterns. For some, an assignment to student teaching very similar to that of the young student may be highly desirable, while for others, a completely different kind of experience will better meet their needs—several shorter assignments with *different groups*, working with a non-school agency, association with the work of the school principal or guidance department. The problem of providing the "right" program for the experienced teacher is only one illustration of the importance of a policy of flexibility in determining the length of student teaching assignments.

**PERSONS AND FACTORS AFFECTING ASSIGNMENT.**—It may be noted from the data in Table 12 that a majority of schools reported that assignments to student teaching were made by the director of student teaching. This does not necessarily mean that other staff members do not participate in this judgment. In many situations one individual, in the final analysis, must make a decision regarding each student and his admission and assignment to student teaching. The desirability of this administrative procedure can be judged only in the light of the actual process used. Some directors of student teaching have available and use a wide range of information and techniques in making assignments. They use cumulative records which have been kept over the entire college period and contributed to by many different staff members and by the student himself. They make use of a variety of types of confer-



Table 12. *Assignment Practices in Member Institutions*

Assignment Practices	Number of Schools Reporting							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
1. Assignment to student teaching is made by	82	8	1	1	77	8	1	4
a. Director of student teaching	22	1	2	20	11	2	1	22
b. Principal of laboratory school	1	1	3	34	1	2	2	20
c. Student's major professor	18	4	5	22	15	2	5	14
d. A combination of the above								
e. Tentatively until confirmed by laboratory teacher after interview with student	8	5	5	20	7	5	2	24
2. Assignment is based upon:	40	35	15	9	33	20	15	10
a. Request of student								
b. Specific needs and abilities of the student as outlined by the major professor	5	10	17	33	5	11	15	23
c. Specific needs and abilities of the student as outlined in a joint conference of student, college adviser, and director of student teaching	17	13	14	28	10	8	14	24
d. Need for experience in all major and minor teaching areas	27	22	13	14	20	24	14	0
e. Need for teaching experience in major field only	4	13	17	27	0	19	15	13
f. Particular opportunities available in a given laboratory situation	12	22	28	12	8	17	27	8
g. Needs of the children in the laboratory situation	8	10	30	15	6	0	27	14
h. Special competencies and interests of the laboratory teacher	10	17	25	15	8	12	25	11
i. Number of students to be assigned to a given laboratory situation	20	20	15	9	17	15	13	0
3. Laboratory teacher informed of assignment:								
a. On arrival of student at beginning of period of student teaching	17	9	9	26	14	12	6	23
b. A day or two prior to student's arrival (preceding Friday)	37	21	12	13	31	17	12	11
c. When asked to arrange a preliminary conference with the student (a week or more)	20	11	12	17	18	8	12	11
4. Laboratory teachers are expected to do one or more of the following prior to the student's entering upon the period of student teaching								
a. Review student's cumulative record	22	13	19	28	18	8	18	24
b. Have personal conference with the student	70	25	15	8	53	22	11	9
c. Write student note of welcome	0	0	4	53	0	0	6	44
d. Have simple social contact with student	13	20	20	27	9	10	14	22
e. Acquaint student with pupil group (telling about, reviewing pupil records, etc.)	01	28	8	11	39	29	9	8
f. Acquaint student with physical organization of room and school	67	31	9	9	46	32	8	8
g. Share work plans with student	59	30	9	9	47	30	7	7
5. Student teaching activities (other than observation and participation) include work with:								
a. Rural school and community situations	17	15	29	19	14	6	21	27
b. Urban school and community situations	63	28	12	7	43	21	13	8
c. Economically under privileged groups	5	0	24	22	4	8	19	17
d. Middle or upper socio-economic groups	14	18	9	18	11	17	9	15
e. Mixed socio-economic groups	57	31	5	4	45	29	5	3
f. Largely native born	57	27	3	4	47	28	3	3
g. Mixed nationality origins	44	18	12	15	30	18	10	13
h. Mixed religious faiths	64	26	2	6	51	20	4	5
i. Mixed racial origins	20	10	19	25	17	15	14	22
j. Nursery-school kindergarten groups	31	10	15	20	6	1	7	31
k. Early childhood groups	70	22	8	1	10	1	0	27
l. Later childhood groups	65	22	9	2	21	13	12	11
m. Youth groups (the high school adolescent)	10	3	0	23	82	18	3	3
n. Intellectually privileged groups	5	0	21	26	3	5	19	20
o. Mixed ability groups	74	25	2	2	63	18	2	2
p. Handicapped and retarded groups	5	4	31	25	7	2	26	18
6. In assigning students to the laboratory school								
a. The college instructor discusses the needs and interests of the student with the laboratory teacher prior to assignment	17	19	29	35	12	11	28	31
b. The college instructor advises with the director of student teaching regarding desired placement for his major students	19	20	81	31	19	18	29	22

\* For complete explanation of code see p. 146.

ences with student, staff members, and others who know the student in question. Hence, while it is true that the final judgment rests with an individual, the judgment is actually arrived at cooperatively by all those concerned with the student's growth and development as a prospective teacher and citizen.

A number of institutions are now recognizing requests of the student, need for experience in all major and minor teaching areas, and the number of students to be assigned to a given laboratory teacher as bases for placement of students. While this is commendable, it would seem that other factors such as the student's needs and abilities as seen by those who have worked closely with him should be central in the process of assigning the student to the laboratory situation. The ratio of one institution which does this as a "regular practice" to six that state that this factor is "seldom if ever" considered is significant. In relatively few colleges does the student's major adviser consult with the director of student teaching regarding assignment or with the laboratory teacher prior to the student's beginning student teaching activities. A second factor which would also seem an important guide is the particular characteristics of the laboratory situation and its potential contribution to the given student. However, for every college where these factors are taken into account as "general practice" there seems to be another institution where such factors are "seldom if ever" considered.

Apparently it is not at all uncommon for students to be assigned to laboratory teachers with whom they have had little or no contact prior to student teaching. Most of the schools reporting indicate that the laboratory teachers are informed of assignments to student teaching a day or two prior to the student's arrival for work, with approximately an equal number of institutions allowing a longer interval between the notification and beginning of work and those giving the laboratory teacher no advance notice of assignments made. What the laboratory teachers can do to orient the student to the laboratory situation is obviously conditioned by the time allotted and the ease of communication on the given campus.

Since a detailed checking of the data through follow-up procedures revealed that cumulative records are uncommon, it is not surprising to find so few laboratory teachers making use of such an aid in preparing for the student's coming. And, as has been noted previously, in only a few institutions does the college instructor who knows the student best discuss his needs and interests with the laboratory teacher

with whom he is to work. The laboratory teacher, accordingly, has relatively little data upon which to build in determining a plan for orienting and inducting the student into teaching. Laboratory teachers do take other steps to facilitate the orientation of the student to this new experience, chiefly through personal conferences in which they acquaint the student with the children, the room, the school, and with plans that are under way in work with the group. According to the data, little importance seems to be attached to social contacts as one way of creating good human relationships and mutual understanding in the beginning steps of student teaching.

Regarding the types of situations used, these facts might be noted at this point: most student teaching assignments are in urban school and community situations; students work with mixed socio-economic groups and with mixed ability groups. However, in elementary education programs little attention is given to experience with youth, and in secondary education programs little attention is given to work with younger children. This is a situation which must be considered in the light of other professional laboratory experiences provided for these students. If students preparing to teach on the high school level have had previous experiences with younger children, perhaps it is not essential that they work with them during a student teaching assignment. The same might be said for those preparing to teach on the elementary level. The need for contact with children older and younger than those with whom one expects to work is evident if one is to really understand child growth and development. Unfortunately experiences with different age groups are not frequently provided. For discussion of this point, see page 25.

#### NATURE OF ACTIVITIES DURING THE STUDENT TEACHING EXPERIENCE

From the nine basic principles suggested as guides to govern professional laboratory experiences in the teacher education program, the following three have been selected for special emphasis because they are particularly important in the student teaching experience.

Principle II: The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student. . . .

Principle V: Professional laboratory experiences should be cooperatively developed by the student and his advisers. . . .

**Principle IV:** The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity, both in and out of school.

The first and second of these principles are closely related since one of the obvious reasons for cooperative planning of the activities of a given student is that experiences will thus meet his needs more adequately and be in accord with his ability. The third principle actually states three related concepts: (1) there must be many opportunities for *responsible participation*, (2) these opportunities for responsible participation must cover *all of the important phases of the teacher's activity*, and (3) the "*teacher's activity*" must not be conceived so narrowly as to be confined to the classroom or to the school. Opportunities for responsible participation must include *both the in-school and out-of-school activities* of the teacher.<sup>5</sup>

If the responses on the questionnaire used in this study can be considered an accurate indication of allegiance to the aforementioned principles, then two facts with regard to those principles are significant. First, the principles are accepted in theory. Of the 157 replies received only four respondents indicated any disagreement with the stated principles. The highest number of recorded reservations on any one principle was 18. Not one of these reservations indicated actual disagreement but rather showed dissatisfaction with wording or pointed out the difficulty of implementation. Second, the same principles accepted in theory are not implemented to any significant degree in practice in the majority of the 157 institutions.

#### *Degree of Implementation of Principles as Shown by the Data*

**Principle II:** The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student.

Table 13 reports from the questionnaire the data dealing specifically with this principle as it is implemented in the student teaching program. These data indicate the following regarding the planning of student teaching activities around the needs and abilities of the student:

1. The greatest number of institutions reported adjustment of responsibilities to the needs, abilities, and interests of students by

<sup>5</sup> See Chapter I for a discussion of these principles.

checking item 1 c. Notice, however, that a large number reported also that it was "uniform" or "general" practice to have scheduled responsibilities for all students with the order of experiences flexible (item 1, b). A checking of the individual questionnaires revealed a paradoxical situation. The reporter from a given school frequently checked both items 1, b and 1, c as "uniform" or "general" practice. This checking, plus data secured by follow-up

TABLE 13. *Flexibility in Assignment to Student Teaching Activities*

Bases of Selection	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
1. The teaching-learning responsibilities of student teachers follow:								
a. A scheduled program (sequence) of responsibilities for all students	19	11	7	34	17	12	6	24
b. Scheduled responsibilities for all students with the order of experiences flexible	34	22	22	11	31	18	19	6
c. Responsibilities adjusted to needs, abilities and interests of students	51	40	16	2	34	38	15	3
2. Determining which activities are included in the program of student teaching for the individual student is based upon:								
a. The needs and interests of the individual student	40	43	14	1	29	38	16	2
b. The particular opportunities available in the given laboratory situation during the period the student is there	60	37	8	1	46	34	6	2
c. Assuring the student contact with at least one experience within each of the major aspects of the teacher's work	36	19	12	13	24	23	10	15
d. Areas requested by the student	16	29	28	7	12	22	24	6
e. College policy that certain experiences must be provided for every student	44	20	5	22	32	17	5	20
3. The student's further work at the college is modified in one or more of the following ways:								
a. Advised to modify length of student teaching period	12	21	49	22	5	15	40	24
b. Advised to change nature of student teaching experiences	20	28	52	6	12	21	49	8

\* For complete explanation of code see p. 146.

procedures, indicates the true situation to be that a large majority of institutions set up a given framework of activities for student teachers with the nature of an individual's participation in those activities adjusted to his individual needs. This interpretation is further justified by the responses in 2, e, of Table 13, where a large group of schools reported that the activities of the individual during the student teaching experience were determined by a college policy requiring certain experiences to be provided for every student.

- Responses to items in the second group above seem to show general implementation of Principle II in practices determining the nature and extent of activities for individual students. Casting doubt on the validity of this response are (1) the relatively meager attention given to requests of students and (2) the almost

universal emphasis upon the particular opportunities available in a given laboratory situation. This second fact permits institutions to find excuses for not offering certain activities on the basis that they are not needed or are not possible in a given situation. For example, students do not have a chance to be participating members in faculty meetings because the faculty of the school seldom has meetings which would be of any benefit to students; or students do not have opportunity to participate in curriculum development procedures since no such procedures are being used at a given time; or students do not participate in any community activities with children or with adults because the school is not essentially a community school, its children coming from

TABLE 14. *Persons Bearing Responsibility for Supervision of Student Teaching*

Persons Responsible	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Supervision of student teaching activities is:								
a. The responsibility of the laboratory teacher	66	71	2	6	57	12	2	6
b. The joint responsibility of the laboratory teacher and the student's major professor planning the program cooperatively	18	2	20	54	11	3	19	30
c. The responsibility of the college faculty member in the student's field of special interest	1	3	10	40	5	4	11	33
d. The responsibility of especially designated members of the college faculty (whose responsibility it is to supervise student teachers)	25	6	8	27	29	5	5	24

\* For complete explanation of code see p. 146.

diverse communities. The significance of this fact is further supported by the relatively few colleges that checked the student's needs in terms of the major phases of the teacher's work (item 2, c).

- Very little modification in the length of the student teaching period is made on the basis of study of the student's needs, interests, and abilities. In relatively few cases is the nature of experiences changed. While showing the same conflict in responses discussed in the preceding paragraphs, the data do give added support to the interpretations made.

Principle V: Professional laboratory experiences should be cooperatively developed by the student and his advisers. . . .

Data pertinent to this principle are found in Table 14.

Supervision of student teaching refers to all those activities engaged

in by any persons guiding the planning, carrying out, and evaluating of activities with student teachers. Therefore, if this principle were in operation, it would be expected that students, laboratory teachers, college teachers and other advisers would be cooperatively engaged in supervision of student teaching activities. But, according to the data, this is not the case. Laboratory teachers bear this responsibility alone in the majority of institutions. Even on the secondary level college faculty members in the student's major field participate very little in the guidance of student teachers, as many as one-third of the colleges reporting such to be true with reference to the staffs working with both prospective elementary and secondary teachers. This and related facts are borne out in Table 15.

TABLE 15. *Supervisory Activities of College Teachers*

Activities	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
In the development and supervision of student teaching activities								
1. College teacher, laboratory teacher and student have three-way conferences to discuss problems and outline plans of work	17	6	26	49	10	10	22	44
2. College and laboratory teachers have two-way conferences to discuss problems and outline plans of work for the student	14	14	30	41	9	11	31	32
3. College instructors have a regular schedule of visits to the laboratory situation	21	11	18	52	12	11	12	49
4. College teachers visit the laboratory situation only when asked by the student teacher	5	2	12	51	4	1	11	40
5. College teachers visit the laboratory situation only when asked by the director of student teaching or laboratory teacher	6	13	19	36	6	10	14	29
6. College teachers visit the laboratory school only when their students are teaching	5	7	14	45	5	8	13	35
7. College teachers seldom visit but work with the student on problems and plans	7	19	35	24	8	15	29	19

\* For complete explanation of code see p. 146.

Cooperative development of experiences assuredly would necessitate group conferences in which those concerned might study problems and devise procedures for meeting them. In only a limited number of schools are such conferences uniform or general practice, while a relatively large number of schools indicate this to be a "seldom" or "never" used practice.

Intelligent guidance of student teachers must be based on data collected from many sources, the most important of which would seem to be the student's operation in the given laboratory situation. If this is granted, it seems obvious that college teachers must spend some time with students as they participate in student teaching activities.

Unfortunately, according to replies on the questionnaire, college teachers visit in laboratory situations only in rare instances.<sup>6</sup>

Principle IV: The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity, both in and out of school.

One section of the questionnaire was particularly concerned with implementation of Principle IV. The data gathered in this section have been summarized in Chart V, page 170. The suggested student teaching activities are arranged in four separate columns. Placement of an activity was determined by the number of responses indicating uniform or general practice:

Column 1—Above 100 responses of uniform or general practice

Column 2—80 to 100 responses

Column 3—50 to 80 responses

Column 4—Below 50 responses

It should be pointed out that on only two items in this section of the questionnaire was there any significant difference in the responses on the elementary and secondary levels. Those two items have been noted.

A careful study of Chart V shows the types of student teaching activities being offered by the majority of institutions. It is significant that those activities are, almost without exception, confined to classroom situations. Chart V points up clearly the types of experiences student teachers are *not* being offered by the majority of institutions. Notice the empty spaces in the first two columns (high frequency practices). Those blank spots reveal the lack of opportunities in Area II, the Larger School Situation; in Area III, Community Relationships; and in Area IV, B and C, Professional Contacts and Planning a Program of Continued In-service Education.<sup>7</sup>

#### IMPLEMENTATION OF THE PRINCIPLES AS ILLUSTRATED IN SELECTED PROGRAMS OF STUDENT TEACHING

Not all student teaching programs are as inadequate as the discussion of the data might indicate. There is no area of the teacher educa-

<sup>6</sup> The area of cooperative guidance is discussed elsewhere in Chapter VI.

<sup>7</sup> The reader is referred to Chapter I of this report for elaboration of the importance of these areas of experience in the teacher education program at the present time.



CHART V. *The Nature of Activities in Which Student Teachers Engage*

Area of Experience	Above 100	Number of Responses Indicating Uniform or General Practice 60-100                      60-80		Below 60
<b>I. Group or Classroom Situation</b>				
A. Study of children through:		Studying pupil records, personal traits and characteristics	Counseling with individual pupils	Participating in clinical work
		Developing and keeping individual and group records	Evaluating pupil growth—determining and checking against appropriate growth standards	
		Constructing, giving, and interpreting tests		
		Scoring papers, tabulating and interpreting results		
B. Study of Educational Program—Curricular Problems	Thinking out each day's work—daily planning	Examining courses of study, texts, instructional materials	Making general (black) outlines of work for a semester or a year—including program and schedule making	Studying the community for the purpose of (a) determining educational needs and (b) locating materials of instruction
		Preparing instructional units		
		Finding and assembling instructional materials and information	Setting up criteria for the selection of pupil activities in the light of pupil needs, interests, abilities and experience	
C. Guidance of children is:	Setting up objectives and planning effective methods of solving problems and working out projects	Developing underlying principles to govern personal and social habits		
	Developing basic skills needed in various areas	Developing study habits and techniques		
	Participating in various forms of creative expression			
	Developing understandings of the fundamental fields of human knowledge			
D. Selection and use of techniques and methods of instruction	Discussion, drill, exposition, story telling	Library work	Work period or supervision of study hall	Club activities
	Individual instruction	Excursions and field work	Laboratory activities	Boy and girl organizations of national or international nature
Participating in and directing:	Directed study	Remedial work	Pupils' civic organizations	School publications
		*Recreational and playground activities	Social activities of pupils	Cafeteria and lunchroom activities
		*Programs, festivals, and assemblies		Orchestra, band, and chorus
E. Development of room organization	Caring for physical well-being of pupil	Stenciling, typing, filing, clerical work	Caring for classroom equipment and materials	
	Checking on ventilation, heating, and lighting			
(* On the secondary level many fewer opportunities are given along these lines.)				
	Providing for cleanliness and attractiveness of room			
	Arranging work on blackboards and bulletin boards			
<b>II. The Larger School Situation</b>				
		Making general school reports	Meeting administrative problems	
			Requisitioning supplies and equipment	
			Participating in faculty meetings	
			Working on course of study and other school committees	
<b>III. Community Relationships</b>				
A. Activities pertaining to the school in the community		Participating in parent-teacher meetings	Establishing cordial relations with parents	
		Assisting in community drives and projects	Sharing children's development with parents	
			Holding conferences with parents	
			Participating in school public relations program	
			Using and helping to coordinate community agencies and resources	
B. Community Activities of the Teacher			Participating in and leading young people's organization	
			Participating in adult community activities	
			Carrying on experimentation	
<b>IV. Continuing Professional Development</b>				
Direct Improvement of Teaching Ability	Developing a set of educational principles and using the same in meeting and dealing with problems			
	Becoming acquainted with and using professional sources			
	Critically evaluating teaching activities			
B. Professional Contacts		Attending professional meetings	Contributing to professional programs	
		Working cooperatively with colleagues—developing a code of professional ethics	Writing professional articles	
C. Planning a Program of Continued In-service Education				Planning a program of continued in-service education

tion program receiving more attention at the present time with the result that many illustrations of desirable practices can be found. On the pages following are described complete programs or aspects of programs which illustrate ways and means of implementing these principles in planning activities of the student teaching program.

**A STUDENT TEACHER REPORTS ON AN EXCURSION.**—One student teacher, working with a fifth grade in a demonstration school, had a very valuable experience.<sup>8</sup> She was active in the planning, executing, and evaluating of an excursion. Her report of that activity speaks for itself. She said, in part:

*An Evaluation of the Trip to San Antonio*

Fifth Grade

Three days and two nights of democratic association in comparison to a nine-month school-term does not seem a very long time, but the amount of material for evaluation of a child is greatly increased in that short period. Aspects of behavior are noted that never came to light in the classroom.

A good example was Glenda M. In class she is a quiet, shy girl but on the bus she directed games and conversed in a free and efficient manner.

Thus two significant benefits are gained by the teacher: first, evaluation of growth and needs of children for future guidance; second, an inside view of a complete behavior pattern for a day, which can clear up many gaps left when only classroom contact is had. Habits, reactions to novel situations, appreciations, and attitudes of a child become apparent. . . .

Working and living as we did is democracy in action. Group work and cooperation with an idea of consideration for others is democracy.

**OTHER ACTIVITIES DURING STUDENT TEACHING.**—Some students have opportunities (1) to work in a child guidance clinic, (2) to have the counsel of specialists (psychiatrist, psychologist, social worker) in learning to understand individual children, and (3) to have working relationships with a state service agency. A program providing those opportunities is described in the following excerpts:<sup>9</sup>

There was a feeling on the part of the Committee that the student body should have contacts with the work of the Child Guidance Clinic

<sup>8</sup> North Texas State Teachers College, Denton.

<sup>9</sup> Peterson, O. E. and Chute, O. M. "A Child Guidance Program and Teacher Preparation," *Educational Administration and Supervision*, December, 1944. pp. 545-553.

from the freshman through the senior year and that these contacts should be systematically planned as a definite part of every student's preparation for teaching. . . .

The third phase concerns itself with cases that the student teachers themselves have been asked to develop. Students who have completed work on the junior college level satisfactorily and who have had several other courses in more specialized psychology including child psychology for early elementary-grade majors, adolescent psychology for later elementary-grade and high school majors are expected to continue their work with the Child Guidance Clinic in the Senior College when they are assigned to do student teaching by preparing case studies dealing with children in their own classrooms. These studies of children who are being taught by senior college students are being launched with the full consent and approval of the staff from the Institute for Juvenile Research as the necessary culmination of the program through which each college student has progressed.

Student teachers, therefore, are invited to make case studies of one or two children who interest them and urged not to concentrate on the "behavior" problem unless that child happens to challenge their attention. . . .

These studies are prepared under the guidance of the training teachers with whom the students are working at the time. . . . the written reports are submitted about ten days before they are to be presented. Each paper is read carefully by members of the Child Guidance Committee. Those which seem to hold promise of being illustrative of the good mental hygiene point of view we wish to develop are sent to the Institute for Juvenile Research so that the psychiatrists, psychologist, and psychiatric social worker will be able to study them before coming to the campus.

These selected cases are discussed in small informal groups of eight to ten student teachers with one student presenting his case and then throwing the meeting open for discussion. One of the staff of the Institute for Juvenile Research is present, along with a member of the Child Guidance Committee, and if possible, the training teacher who has worked with the student teacher presenting the case.

There is a promising note entering the discussions of these cases. Student teachers are more and more recognizing the importance of the personality of the teacher in the treatment of children. Although we have much psychology of children in our teacher-training curricula, the psychology of the teacher usually enters the picture but incidentally and is not given sufficient attention.

Other activities offered students in the same college are described in the following statements taken from a detailed description of an

out-of-town student teaching program.<sup>10</sup> To direct attention to the variety and scope of experiences available to student teachers in this program, specific activities have been italicized and numbered.

The student teacher was to be assigned to a particular high school for a period of twelve weeks. During that time he was to (1) *live in the city or town where the school was located*, (2) *attend school each day for the full school session*, and be under the supervision of the teacher designated as a training teacher. The student was to be gradually inducted into responsible teaching through (3) *observation and participation* so that toward the end of his experience he was to (4) *teach a full schedule of classes for a week or more* under the supervision of the training teacher. The student was to (5) *visit the work of other teachers* on the staff to observe strengths in the techniques of those teachers, (6) *participate in extra-curricular activities*, (7) *attend assemblies* and (8) *faculty meetings*, (9) *participate in any community enterprise* consistent with the time and talents of the student, and in general perform the kinds of services he would be expected to perform as a regular teacher in the field.

Student teachers were required to (10) *keep diaries of the experiences* which they considered valuable, along with samples of professional material such as lesson plans, outlines of work, etc., to be turned in at the end of their experience. These diaries were very helpful in raising and answering questions during the period of assignment, and after the experience was completed when individual and group meetings were held to evaluate the experience from the student's standpoint. Students were required to (11) *make at least one case study* of some pupil in whom they were especially interested in connection with the work of the Child Guidance Clinic at the College.

There is a great deal of evidence that *extra-class activities* should be an important part of a training program. One need seems to be that student teachers should be given a picture of the school as a whole and obtain experience in various phases of school life. Oral and written testimony of our student teachers indicated that this was done. The principal of the participating school along with the training teachers seemed interested in showing the relation between what was done in the department to which the student was assigned and the work of the whole school. By (12) *conferences* and visits with *members of the staff, administration*, and (15) *school board*, and by participation in many phases of the life of the school, the student did appear to obtain a good view of the school program in a short time.

In our training program we are giving increasing emphasis to the social responsibilities of the school and the teaching profession in a democ-

<sup>10</sup> Chute, O. M. "A Cooperative Out of Town Program of Student Teaching at the High School Level." *Educational Administration and Supervision* 30:307-312, May, 1944.

racy. We have encouraged the participation of these students in community affairs to add their weight to the constructive forces struggling to improve the lot of mankind. All of these out-of-town student teachers had the opportunity to (16) *engage in one or more activities in an organized group in the community* where they were assigned. We hold that it is morally wrong to isolate teachers from those forces in the community that are moulded so much by education and are in turn changed by education. We shall have taken a great stride forward in education, we believe, when teachers are led to recognize and accept the responsibility for the social implications of their schoolroom activities. We cannot lean on any pious hope that children will automatically transfer the attitudes, ideals and knowledges teachers may be trying to develop in them to out-of-school situations.

**FULL-TIME STUDENT TEACHING OFFERS MANY OPPORTUNITIES.**—In one member institution student teachers spend twelve weeks, full time, in a public school working with a given teacher in all the responsibilities he has in that school program.<sup>11</sup> These students have had many experiences as observers and participators in the college high school prior to the period of student teaching. Hence they are able, in many cases, to assume responsibilities in classroom teaching rather quickly. It is expected that before the end of the twelve weeks each student will have had experience in carrying the full teaching load of the classroom teacher with whom he works. But, an almost equal amount of attention is given to the out-of-class responsibilities of the teacher. Students are expected to work with the teacher as he assumes such responsibilities as:

1. Sponsoring clubs
2. Guiding extracurricular activities
3. Providing leadership during the lunch hour
4. Participating in the student government
5. Working with students in the library
6. Attending and participating in faculty meetings
7. Working on faculty committees
8. Meeting and conferring with parents
9. Participating or assuming leadership in community activities of adults
10. Participating or assuming leadership in community activities of children

Such a program in student teaching provides for the students an

<sup>11</sup> State Teachers College, Montclair, New Jersey.

experience through which they may gain a complete picture of the role of the teacher in the school and in the community.

**STUDENTS REPORT ON THEIR EXPERIENCE.**—Students attending another college, with the guidance of the director of the education sequence, prepared a mimeographed bulletin called, "First Steps in Learning To Be Teachers."<sup>12</sup> They set forth their convictions as to the kinds of experiences they thought desirable to reach accepted goals. For example, these students wrote:

Since we believe that experience is the best teacher, we are placing much emphasis on realistic living with flesh and blood boys and girls. . . .

It is our conviction that the real test of the effectiveness of our work lies in our ability to teach with understanding and originality. . . .

We do not expect our instructors to create exact patterns or techniques for us to follow. Out of the suggestions made to us and the materials placed at our disposal we expect to create our own plans and procedures.

These students also describe briefly how they work together in the various courses which make up the *Education Sequence*. What they report in the same student bulletin on the student teaching experience is of significance here.

### *Practice Teaching*

It is in one semester of the third year that we have the opportunity to try our wings as teachers. We are given two teaching assignments at different grade levels and in different locations. One of these may be in the campus training school; one or both in a nearby public school. Our preferences are taken into consideration by our supervisors when the assignments are made. We are given responsibility as fast as we show ability to carry it. Our supervisors expect us to carry full time teaching responsibility in a manner that is a credit to us as a sign of our success in teaching. At the completion of this part of the Sequence we are given fifteen semester hours credit. We are not given a letter grade in teaching. Instead our strengths and weaknesses, as our advisers and as we see them, are described in an individual Cumulative Record kept throughout the Education Sequence.

Some of the activities in which we think a student teacher should engage are listed below.<sup>13</sup> As soon as we are satisfied with our experience in any one of them we request one of our supervisors to give us credit by checking the activity in the space provided at the right hand side of the page.

<sup>12</sup> State Teachers College, Cortland, New York.

<sup>13</sup> Only a partial list is included here to show the range of suggested activities.

*Student Activities in Practice Teaching*

Experiences related to teaching:	Credit
1. Write a detailed record of the first week of experience in the classroom. Raise problems for discussion	_____
2. Make out program of classroom activities	_____
3. Construct a diagram of classroom showing placement of desks, source of light, location of materials, teacher's desk, etc. Prepare to discuss this plan critically.	_____
4. Make a monthly attendance report	_____
5. By means of a written report identify, classify, and suggest a solution for various types of problems that arise within and outside of the classroom	_____
6. Visit the homes of one or more children	_____
7. Attend to housekeeping duties such as care of equipment and supplies, blackboards, art materials, etc.	_____
8. Attend at least one professional meeting	_____
9. Administer first aid as the occasion permits	_____
10. Plan and direct a midmorning or a noon lunch period	_____
11. Attend at least one social function in the community	_____
12. Assist the teacher in making reports to parents	_____
13. Keep and evaluate a cumulative record of samples of at least one pupil's work	_____
14. Assist pupils in the selection of outside reading	_____
15. Direct classroom activities related to such community enterprises as Red Cross, Boy or Girl Scout Week	_____
16. Conduct rest period programs	_____
17. Assist in the supervision of one group of children during a fire drill	_____
18. Analyze the health data for the pupils in your classroom and suggest any corrective measures needed	_____
19. Become familiar with the procedure in the issuance of pupil transfer records	_____

## Activities involving actual teaching experiences:

1. Plan and execute an out-of-school activity involving a whole group of children \_\_\_\_\_
2. Plan and supervise the play period at two grade levels \_\_\_\_\_

3. Plan and direct an integrated activity program at one grade level \_\_\_\_\_
4. Plan for and direct remedial learning in at least two subject matter areas \_\_\_\_\_
5. Direct a dramatization by children \_\_\_\_\_
6. Conduct informal discussions, such as planning the day's work or planning a work period \_\_\_\_\_
7. Develop at least one long-term plan of the unit type and direct it if the occasion permits \_\_\_\_\_
8. Draft daily lesson plans for all lessons taught \_\_\_\_\_
9. Construct and administer informal tests \_\_\_\_\_
10. Administer at least one standard achievement test and interpret the results \_\_\_\_\_
11. Plan and direct a school journey \_\_\_\_\_

The student teaching experience in another college is spread over two or three semesters during the sophomore, junior, and senior years.<sup>14</sup> The first opportunity comes the second semester of the sophomore year after the student has had at least two courses which have concentrated on observation of children in school situations. The second experience is placed in the first semester of the junior year. The third opportunity is voluntary, but it is reported that students generally take advantage of this opportunity.

Each of these periods of student teaching lasts for nine weeks, one-half day daily. Student teachers are placed in public schools of the towns surrounding the college. In the classrooms they become assistant teachers and gradually take on responsibility for the guidance of a given group of children. They become participating members in the planning and carrying out of all the activities which fall in the part of the day, and during the nine weeks they are with a group. In other words, in addition to somewhat traditional classroom experiences, they have many opportunities to be with and to help guide children in recreational activities, during assembly programs, and in special interest centers.

Even though, in some cases, these student teachers live in the particular community in which they are teaching, they have little opportunity to participate in out-of-school activities of children. This is due to the load of college work they must carry which necessitates their being on the college campus during the afternoons. In spite of

<sup>14</sup> National College of Education, Evanston, Illinois.



the aggregate time spent in student teaching, these students seldom have an opportunity to be with children for a school day. This means also that in only a very limited sense do they get a picture of the total school in operation. Club activities of children, faculty and committee meetings, parent conferences, and student council meetings usually fall in the afternoon program. The students miss such opportunities.

Because those responsible in this college for the planning of the student teaching experience with students are cognizant of these lacks in the program, they have been engaged in an experimental study of the student teaching set-up. During the past year, a program was put into operation in which students stayed for full-time student teaching in the cooperating public schools. Some problems have been encountered in administering the experimental program and a complete evaluation will need to be made before arriving at the best program possible within the limitations of the situation.

**HOW OTHER COLLEGES PROVIDE STUDENT TEACHING ACTIVITIES.**—In reporting to the Miner Teachers College staff on a cooperative plan for student teaching, the head of the Department of Education indicates some opportunities in the program for: (1) providing experiences with the activities of the regular teacher; (2) keeping in vital contact with the activities of the whole school set-up in public schools; (3) learning to work together for shared goals; and (4) engaging in community activities as an integral part of student teaching.<sup>15</sup> Some excerpts from the report will explain how these opportunities are provided.

*Providing experiences with the activities of the regular teacher:* To provide the student with the activities of the regular teacher, in addition to the experiences mentioned (previously) the students have (1) *engaged in recording curriculum experiences of the children*, (2) *working in the principal's office*, in the (3) *reading clinic*, (4) *attending city teachers meetings* as well as (5) *building meetings*. The students have time for activities of a regular teacher because they spend all day in the elementary or junior high school for nine weeks. They precede this with eighteen weeks in observation and participation. During these twenty-seven weeks teaching is not incidental, a concomitant of living in the college, but is the focus and the culminating point of all previous activities.

*Keeping in vital contact with the activities of the whole set-up in public schools:* To keep teachers and students in vital contact with the

<sup>15</sup> Jane E. McAllister, "A Cooperative Plan for Student Teaching," Miner Teachers College, Washington, D.C., 1947. Mimeographed report. (Numbers and italics have been used to direct attention to variety and scope of experiences.)

public schools and the activities of the whole school set-up, the college has taken advantage of the cooperation of the entire school system and all school agencies. It uses the Monroe School with its principal and fifteen supervising teachers as the major laboratory center in the curriculum for elementary teachers. In addition, in more than ten cooperating elementary schools, the college provides other *field experiences* in (6) *community surveying*, (7) *cooperation with community agencies*, and in (8) *pupil guidance*. In like manner, the college uses seven co-operating junior high schools.

*Learning to work together for shared goals:* To have the student-teachers learn to work together for goals shared with the supervising teachers and instructors, and to develop self-reliance, mutual respect and consideration for parents, children, and each other, the procedures used by the college are as follows:

The student-teachers (9) *meet parents at teachers meetings* and, with the guidance of supervising teachers, have (10) *occasional conferences with the parents* regarding children. In the curriculum for junior high school teaching all the prospective student-teachers of the junior class have organized themselves this year into (11) *building committees*, having to do with the entire school set-up. In this effort the college intentionally allows them to carry on largely under their own power. The elementary student-teachers are on all the (12) *committees organized for the democratic organization and administration* of the Monroe School.

*Engaging in community activities as an integral part of student-teaching:* To have student teachers engage in community activities as an integral part of learning to become a teacher Miner has five major procedures. One of these is in use during responsible room student-teaching. (13) *The teacher studies how the children show the effect of the social forces of the community.* (14) *The student-teacher assists the various agencies* as they and the school attempt a program for establishing a more secure basis of life within the community. (15) *They help develop within the community itself assets and resources for healthful, successful living.* (16) *Student-teachers keep their children informed of current issues, especially as they affect the local community.* They are trained to see health, citizenship, handicrafts, productiveness as implications of national defense for education.

The nature of student teaching activities in a neighboring teachers college is presented in a brief memorandum to students.<sup>16</sup> Here student teaching is *only one* of a sequence of professional laboratory experiences and must be considered in that setting. It is a full-time program and experience is offered both in a laboratory school and in a city school. The following statements are selected from that part of

<sup>16</sup> Wilson Teachers College, Washington, D.C.

the bulletin relating to work in the junior high schools. They illustrate student experience with the wide range of activities characteristic of the teacher "on the job."

Students preparing to teach in the secondary school are provided opportunities for the study and observation of children in the junior high schools of the District during their freshman, sophomore and junior years. Near the close of the junior year, each student is assigned to one of the junior high schools. The cooperating teachers with whom the student teachers work are selected carefully in conferences involving principals of the junior high schools, the heads of subject matter departments in the city schools (supervisors), and the members of the College faculty.

Approximately two weeks before the close of the junior year, each student spends at least two days in the junior high school to which he has been assigned. This is called the "spring preliminary experience." The preliminary experience enables the student teacher to get acquainted with the school and the cooperating teachers with whom he will work during the following year. It enables the principal and teachers of the building to acquaint him with their procedures and with some of the responsibilities he may be expected to carry.

In September each student teacher reports to the opening faculty meeting of his junior high school. . . . Throughout the semester he is accepted in faculty circles and treated generally as a member of the faculty.

The student is inducted into teaching gradually. He works with cooperating teachers in both major and minor subjects. At the beginning of the semester he devotes much of his time to observing the work of the cooperating teachers and to studying the children in the respective classes. Gradually he assumes responsibility for some of the work in class. Eventually he is given complete charge of one class in each subject. As his competence increases during the semester, he is given responsibility for one or more additional classes. By the end of the semester he may be carrying the teaching load of a full time teacher, that is, four or five classes.

While all of this is being done, the principal of the school gives the student teacher assignments in connection with library, cafeteria, assemblies and the various extracurricular activities of the junior high school. The student attends faculty meetings along with other faculty members of the school. Every effort is made to enable him to have experience in all of the varied activities of a typical junior high school teacher.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

Data regarding the place and nature of student teaching activities in the professional curricula offered in member institutions of the

Association show a wide range of practices. Careful study of the data in the light of the suggested basic principles governing professional laboratory experiences, in terms of trends in experimentation in this area, and with reference to the suggestions made earlier in this report regarding professional laboratory experiences prior to student teaching (Chapter III), leads to the following responses to basic questions in this area.

*When Should Student Teaching Occur in the Professional Sequence?*

1. This phase of the work should occur at that point in the professional sequence when the student is *ready* to assume, under guidance, an increasing share of the responsibility for guiding the experiences of a group of learners.
2. Readiness is an individual matter. While characteristic growth patterns of the young college student working in the field of the professional education of teachers are discernible, recognition of individual differences means that not all students will enter upon the work in student teaching at the same point in the professional sequence.
3. Readiness is conditioned by the student's sensitivity to problems and factors affecting a teaching-learning situation, his understanding of major aspects of child growth and development, his ability to become acquainted with and study the needs, interests, and abilities of a given group of learners, and his understanding of how to apply basic principles governing guidance of the learning process. These factors of readiness should be viewed in terms of development to the point where the student can profitably extend his competencies in these areas by assuming greater responsibility for guiding the activities of a group of learners over a period of consecutive weeks. Student teaching must be viewed as a significant learning period for the student and not as an experience to which the student brings fixed competencies of the beginning teacher.

*What Factors Should Determine the Assignment to Student Teaching?*

1. The assignment to a particular laboratory situation should be based first upon the needs, interests, and abilities of the individual student. These factors are best identified through pro-

fessional laboratory experiences prior to student teaching. Consideration of the status of the individual should include adequate attention to personality and to the kind of position anticipated as well as to scholastic achievement and indicated professional competence.

2. Characteristics of the laboratory situations must also be considered. Attention must be given to such items as:
  - a. The group of children or youth. What effect will the given student have upon them? Is this projected assignment in the best interests of the children?
  - b. The laboratory teacher. What is the ability of this teacher to give the particular type of guidance needed by the student? Is such an appointment advisable in terms of the supervisor's total load—other student teaching assignments, committee responsibilities, health factors? What factors need to be considered in relation to the personality of the laboratory teacher and that of the student?
  - c. The program of the group and the school. Are the normal interests and activities of the group those which provide the needed experiences for the student teacher?
3. The type of school and its community must also be reviewed when making student teaching assignments. In general, a school used for student teaching should have as minimum characteristics:
  - a. A non-selected group of children or youth and have a definite community setting (i.e. be a "representative" school)
  - b. A staff of able teachers qualified to guide student teaching experiences
  - c. A program that is dynamic and forward-looking
  - d. A staff, an administration, and a community, all willing to cooperate in making the school a situation serving the dual function of providing the best possible program for children and youth and of providing desirable experiences for prospective teachers.
  - e. Such relations with the college as to permit a reasonable

amount of control by the college over policies—selection of staff and procedures in curriculum development.<sup>17</sup>

### *Who Should Make the Assignments to Student Teaching?*

1. Assignments should be made cooperatively by those persons who are most fully acquainted with the items named above as factors conditioning the student teaching assignment—usually the student's college adviser, his major professor, the student himself, and the director of student teaching (bringing knowledge of the work of the various laboratory groups and the program of the school as a whole).
2. Assignment should be based upon cooperative study by this group of the student's needs and abilities as revealed in records, in previous professional laboratory experiences, and in joint conferences.
3. No assignment should be considered final until the student and the laboratory teacher with whom it is suggested the student work have an opportunity to meet in conference. This conference should follow a sharing of the essential data of "2" above with the laboratory teacher, either through a written record or in conference with the director of student teaching or the student's college adviser.

### *What Should Be the Nature of the Student Teaching Experiences?*

1. If the student is to build an action-picture of the role of the teacher in public education, there must be opportunity to share in the major activities of the teacher both in and out of the classroom. This includes seeing the work of the individual teacher in relation to the work of the school as a whole. It includes both the study of pupil and community backgrounds as a basis for improving the educational program and the study of the responsibilities and work of the school in sharing in and bringing about change in community activities.

<sup>17</sup> Involved in these criteria is an issue that is troublesome to a majority of administrators and staff members—the place of the campus laboratory school and the field situation in the student teaching program. This question is discussed in Chapter VIII. Suffice at this point to say that whether a school is on or off campus is not the important factor. The significant question is, what kind of school is it? A school having the characteristics named, whether a campus school or a field situation, would seem to be a potentially desirable laboratory for student teachers.

2. The variety of experiences needed to help the student form convictions as to the role of the teacher in the school and the community is best provided through a sequence of professional laboratory experiences, of which student teaching is one. Not all of the experiences basic to understanding the work of today's teacher can nor should be included in student teaching. The particular experiences to be made a part of this aspect of the work should be conditioned by:
  - a. Professional laboratory contacts prior to and following student teaching
  - b. The degree to which the experience is inherent in the particular laboratory situation (See page 116)
  - c. The special contributions of student teaching (1) to help the student see the major aspects of the teacher's work *as a whole* and *to feel* the interrelationships when he is the active agent in the process, and (2) to stay with activities long enough to study *resulting change* and progress
  - d. The particular strengths or weaknesses of the individual student which may call for work in particular areas
3. Individual differences among students do not allow for any exact allocation of experiences nor an indicated sequence to be followed by all students.
4. The *quality* of student teaching experiences is as important if not more important than the range of experiences. The problem appears to have three aspects: (a) How much opportunity is provided for *responsible work* with a group of youngsters as over against time spent in passive observation of someone else? (b) What is the *quality of teaching* which the student sees and toward which he is guided? Are the students working with teachers who themselves are learners and experimenters? (c) Is the experience so guided that the student is helped to arrive at fundamental generalizations which he may use as guides in dealing with subsequent situations? (This concept is discussed more fully in Chapter VI.)

***What Should Be the Length of the Period of Student Teaching? How Many Different Assignments to Student Teaching Are Needed?***

1. If students are to have the kinds of experiences which provide for

them a complete picture of the role of the teacher in public education they must have some *full-time* student teaching. While the student may have contact with the range of activities of the teacher through diversified laboratory experiences prior to student teaching it is only through a full-time period of student teaching that the student can see these activities in relationship in a single setting and test his ability to develop them in relationship. (Problems of administration of such a program are considered in Chapter VIII.)

2. The length of the full-time (or any other) period of student teaching should be determined in the light of:
  - a. The needs of the individual student (his rate of growth, whether his needs can best be met during the present period or through later contacts in other situations)
  - b. The opportunities provided in the given situation to meet the *changing* needs of the student teacher
  - c. The need of each student to stay with at least one laboratory situation for a period sufficiently long to see and study the growth of learners resulting from guidance
  - d. The nature of the particular activities the student is developing with children—terminating the student teaching experience with regard for the best interests of the children and at the point when withdrawal can be satisfying to the student himself

Thus the length of the student teaching period would be flexible in terms of the best interests of each student.

3. The number of assignments to student teaching will likewise be determined by:
  - a. The particular needs of the individual student
  - b. Whether the student can best be helped by a second period (or more) of student teaching or by other types of professional laboratory experiences

The foregoing proposals suggest a job to be done rather than a specific plan or pattern for its accomplishment. Patterns will differ for different institutions and for individual students within the same institution. Variations will be contingent upon the different backgrounds



and abilities of the particular student personnel, the total design of the curriculum of the given college, the available and potentially available laboratory facilities. To realize more fully the desired goals, there is need for experimentation on the part of individual colleges in terms of the variables in the particular situation. There is also need for the comparative study of findings from institutions having similar settings.

## CHAPTER V

# PROFESSIONAL LABORATORY EXPERIENCES FOLLOWING STUDENT TEACHING

### IMPLEMENTING THE PRINCIPLE OF CONTINUOUS LABORATORY CONTACTS

**S**TUDENTS in teacher education should have continuous contact with children and youth throughout the four years of preparation. This principle has been emphasized in the work of the Committee on Professional Laboratory Experiences and has been made apparent in the discussions in the present writing. Chapter III dealt with the scope and variety of direct contacts provided students prior to the student teaching experience. The number of documents presented in that chapter illustrates the real concern of many staff members for more adequate implementation of the principle of continuous contact. Student teaching, as a professional laboratory experience, has always been of great importance in pre-service education. At the present time much attention is being directed toward the improvement of that experience. In Chapter IV effort was made to acquaint the reader with the nature of activities during the student teaching period.

It will be recalled that in a large number of institutions the professional laboratory experience called student teaching is placed in the second semester of the junior year or the first semester of the senior year. (See Chart III, page 147). In many schools this is the final professional laboratory experience students may have. This would not be the case were the *principle of continuous direct contact* fully implemented in programs. Rather, such contacts would continue during the period from student teaching to the completion of the teacher education program. A few institutions are planning for a continuation of professional laboratory experiences through the end of the senior year. A very few provide such experiences during a fifth year.<sup>1</sup> The present chapter deals with the nature and extent of such direct contacts following the student teaching period.

The questionnaire used in this study secured a limited amount of information regarding professional laboratory experiences following the student teaching period. The item referring to the placement of student teaching in the total program suggests two factors of significance at this point. Results on this item are given in Table 16.

<sup>1</sup> In the present study only one institution reported a fifth year teaching program.

TABLE 16. *Laboratory Contacts Following Student Teaching*

Contacts	Number of Schools Reporting							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Student teaching contacts are so placed in the professional sequence that:								
There is opportunity for contact with teaching-learning situations following student teaching to meet special weakness	32	27	22	25	21	14	26	22
There is opportunity for contact with teaching-learning situations following student teaching to further special interests or abilities	31	18	32	23	20	12	31	19

\* For complete explanation of code see p. 146.

In the elementary program opportunities for direct contacts following student teaching are "uniform" or "general" practice in a slight majority of the institutions giving information on this item. Almost as many colleges indicate that such opportunities are seldom or never provided. In the instance of curricula designed for secondary teachers, there is about an equal number of institutions providing such opportunities as of those that make no such provisions. However, the total number of institutions reporting in this area is relatively small. Failure to report on an item in otherwise carefully answered data sheets may be interpreted to mean that minor attention has been given to the area in the given schools.

#### NATURE OF PROFESSIONAL LABORATORY EXPERIENCES FOLLOWING STUDENT TEACHING

The types of experience provided for students following student teaching seem to fall into six groups: (1) educational seminars; (2) more student teaching; (3) professional courses; (4) participation in special projects; (5) field courses; and (6) internships. Illustrations for each group have been selected to show the nature of activities which might be carried on as professional laboratory experiences following the student teaching period.

##### *Education Seminars*

Reference has been made previously to the New York State program of education for prospective elementary school teachers being built around a professional sequence which is spread over the entire four years. That sequence includes: *Child Development* during the freshman year; *The Child and the Curriculum* during the sophomore and junior years; a *Practicum* during the second semester of the junior year

or the first semester of the senior year; and *Elementary School Problems* and *Education Sequence Seminar* during the senior year.

The nature and organization of experiences in the *Education Seminar* are described in the following notes taken from the course syllabus prepared by the staff of one of the state teachers colleges.<sup>2</sup> Italics have been supplied to highlight points of special significance.

The primary purposes of the seminar are to clarify the problems, and to further develop the professional interests and perspective which have been in progress during the three basic courses of the education-sequence, i.e., courses dealing with, (1) the child, (2) the child's curriculum, and (3) problems of the teacher related to school administration and professional relationships. The student teacher has devoted one full semester to practicing his conceptions of the basic components and the techniques of teaching and learning, and to developing effective pupil-teacher relationships. With this three-year background of professional experience, the student devotes the professional work of his senior year to further exploring these areas through research, teaching, and conferences with the seminar coordinators, specialists in the various areas of his curriculum, and with his fellow students who have had comparable experiences. *Thus his knowledge, philosophy and teaching techniques are developed as he continues to experiment with the teaching of children.*

The seminar group meets from one to three times per week. The group meetings are led by college-staff specialists, students giving prepared contributions from their teaching experience and research, visiting educators, and the seminar director. The course carries three hours of credit each semester.

The *directive* in each student's work is *his individual need, determined by his own judgment and by his cumulative record of professional work to date.* He keeps a file of his papers and the commentaries of his advisers throughout all of his professional curriculum. Current critiques, both self and supervisory, are the bases of the work to follow and of the appraisal of accomplishments.

This *Education Seminar* is under the guidance of an instructor who devotes full time to this one activity. A report from the instructor verified the fact that the course was built around individual needs, abilities, and interests of students, and included laboratory experiences as needed. For example, during one semester, the following activities were engaged in by different students:

Continuation of student teaching

Follow-up observation of an area of particular concern to the student

<sup>2</sup> State Teachers College, Cortland, New York.

Participation in off-campus organizations of children and youth—  
library, scouts, church schools

Attendance at professional meetings

Conferences with administrators in neighboring schools

Participation in a community survey

Study of children in a neighborhood setting

None of the above activities is required of students. They are arrived at through careful study of past experiences and present needs by the instructor and the student.

The education seminar is a common course on many campuses. It is in only a few cases, however, that the course actually provides opportunities for students to participate in planning needed experiences and to have direct contact with children and youth as an integral part of the seminar. In most instances, either the course is built around problems isolated by the instructor while supervising student teaching or content to be covered is set out in advance. In both cases, the method employed usually includes lecture, reference reading, and some discussion. The seminar described above does not sacrifice the values of having points of view presented in lecture form, of doing wide reading, or of participating in good discussions. But it does add to these activities the very important method of direct experience.

### *Continuation of Student Teaching Experience*

Traditionally the opportunity for continuing the student teaching experience has been granted only to those who were considered very weak or who were actually classified as failures in the first student teaching period. This fact is verified in the data reported on the questionnaire as shown in Table 17.

It must be recognized that the practice of using continued student teaching only for the weak often developed negative attitudes on the part of students and was not always based on sound psychological principles. Many other types of students can profit from this experience. A student with unusual ability in working with children in classroom situations might benefit substantially from an opportunity to have more experience of this nature. It might be desirable for a student who is extremely interested to have an opportunity to continue in this activity. And again, are there not many students who discover areas of special interest just when the student teaching period is at an end? Such students should have a chance to study these special

TABLE 17. *Bases for Need of Further Work in Student Teaching*

Bases for Further Work	Number of Schools Responding							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Judgment as to the need of further work in student teaching (whether there are to be further contacts and what their nature should be) is based upon:								
1. A designated minimum grade	45	9	1	23	41	5	1	20
2. Exceptionally fine work granting the privilege of a second period as an honor teacher	3	3	10	49	2	4	8	44
3. Extent of understanding of children	11	17	9	27	8	10	7	27
4. Extent of understanding of basic principles and ability to apply them functionally	20	22	10	9	15	12	7	21
5. A designated number of hours of student teaching needed to meet certification or other requirements	48	9	5	9	38	6	4	12
6. Evident promise of future growth	13	12	15	21	12	7	12	21

\* For complete explanation of code see p. 146.

areas through direct experience with children in the classroom. Students who do not develop as rapidly as others might also profit from a longer period. The extension of the student teaching experience in every case must be based on thorough study of the individual and the promise of more student teaching as a way of helping the individual.

It is this approach to continuation of the student teaching experience that is illustrated in the following examples. The excerpt from the catalog of one college describes very briefly one type of opportunity for extending the student teaching experience.<sup>3</sup>

Cadet teaching is an elective course open to seniors who have had directed teaching on the campus and can arrange their schedules so that a full quarter can be devoted to teaching off the campus. In cadet teaching the student is an assistant teacher in some public school where she works under the guidance of a local school authority and under the supervision of a representative of the college. She becomes a member of the community and teaches under conditions similar to those she will have as a full-time teacher.

The student teaching program described on page 178 indicated that most students have three semesters of student teaching in public schools surrounding the college.<sup>4</sup> When students of high ability are discovered during these periods of student teaching, certain of them

<sup>3</sup> Georgia State College for Women, Milledgeville.

<sup>4</sup> National College of Education, Evanston, Illinois.

are selected and offered scholarships for assistant teaching in the demonstration school during the senior year. During this experience, students carry much more responsibility for children than they were privileged to carry prior to this time. In addition, they become members of the staff and have the privileges and responsibilities attached thereto. They participate in faculty meetings, become members of committees, and bear certain responsibilities in the parent relations program.

Illustrations of this approach to opportunities for continued student teaching are scarce. This does not mean that the practice is undesirable. It may be that those persons planning and developing programs for prospective teachers need to examine more carefully the possibilities of providing opportunities for continuation of student teaching as one way of meeting individual needs of students.

### *Professional Courses*

To have some professional courses following the student teaching experience is a typical curriculum pattern. In fact, the trends toward emphasizing general education in the first two years and professional education in the last two years of the program and toward placing student teaching before the final semester make necessary the placement of some professional courses following the student teaching period. Unfortunately, however, not many of these courses provide professional laboratory experiences. Two brief examples are presented here to illustrate the kinds of activities offered in some institutions in professional courses following student teaching.

During the senior year students attending one college pursue a course called *Curriculum Construction*.<sup>5</sup> In addition to the regular class meetings one morning each week is set aside to visit schools for such purposes as: to observe the use of certain curriculum materials by teachers and children; to study special areas of the curriculum; to examine implementation of certain principles in practice in the classroom; to have conferences with principals and teachers on methods of curriculum construction; and to study the role of the teacher in the construction and use of curriculum materials.

The course in *Elementary School Problems* in the New York State program, referred to earlier in this chapter, illustrates other types of activities in which students might profitably engage following the

<sup>5</sup> National College of Education, Evanston, Illinois.

student teaching experience. The course syllabus developed in one of the teachers colleges describes the nature and organization thus:<sup>6</sup>

This fourth major course of the sequence follows the semester of practice teaching, and deals with the teacher's over-all view of education and the teaching profession from the standpoint of the elementary school teacher.

The course is organized primarily on the basis of student reports and class discussions. Student experience, observations, and readings serve as the background for class work. The instructor develops and leads in the discussion of those units in which the individual members of the group may not have a sufficient background.

The student is provided a syllabus-guide for the course. The purpose of the syllabus is to suggest a framework for the course from which deviation may readily be made, and to the extent that the interests and needs of the group may justify. The syllabus offers suggestions regarding, (1) class organization, (2) student activities, studies and reports, and (3) source materials including books, magazines, professional conferences and conferees, and the like.

The class meets three times per week. The student averages about two hours per week in observing and participating in the various aspects of professional work noted in the following list of teacher activities:

1. Analyze and report the School Board Regulations of some school system.
2. Confer with two teachers who live in different types and sizes of school communities, and portray, (1) the social life, (2) the civic life and service, (3) the non-classroom professional activity, and (4) the home life of each.
3. Talk with two teachers and report the nature of their interviewing experiences when seeking employment as a teacher.
4. Analyze a teacher's contract form and report the items which it contains.
5. Interview one or more teachers and ascertain the nature of faculty meetings as they have experienced them. Make constructive suggestions.
6. Draft a personal financial budget which might reasonably apply to your situation the first year after you graduate from teachers college.
7. Attend and appraise a teacher-association meeting.
8. Interview one (or more) teacher and secure his appraisal of the nature and values of the year's activities of one teacher association to which he belongs. Add your recommendations.
9. Confer with five or more teachers and learn the names, types of service, membership dues, and service ratings of the various teacher associations to which they belong.

<sup>6</sup>State Teachers College, Cortland, New York.



10. Propose the names, prices, publishers' addresses, and annotated descriptions of the magazines which you think might well be in an elementary school library for faculty members, and for children. Note the guiding policies involved in your selection of magazines.
11. Plan such an in-service professional program (regular school year and summer) as might well appeal to you for several years following graduation from teachers college.
12. Secure and analyze the teachers' salary schedule of a school system. Note any suggestions which you may have to offer.
13. Diagram the school bus route and schedule of a school district, noting the types of children served. Portray the types of child, parent, and teacher problems involved in pupil transportation.
14. Make a diagram portraying the organization of a local school system. Indicate the relationships and responsibilities of the citizens, board of education, superintendent, principal, supervisors, teachers and children.
15. Diagram two adjacent school districts and indicate the location of residence of each child of a specific grade for each of the schools, (e.g. the fifth grade of each school, or the entire school if rural).

Some of the fifteen activities suggested above are not strictly laboratory experiences. Numbers 2, 5, 7, 8, 9, 13, 14 and 15 have more of the characteristics of a laboratory experience than do the others.

Principle IV stating that students should have opportunity for responsible participation in all activities of the teacher, both in and out of school, creates some problems in implementation. One of the more serious of those problems is the apparent impossibility of including all the activities in the student teaching experience. It has been suggested earlier that one solution to this problem might be to spread the desired activities over the four-year program. The activities suggested for students in *Elementary School Problems* just described serve to demonstrate the kind which might be removed from the student teaching program and placed in courses following. Notice that "student experience, *observations*, and readings serve as the background for class work." The very fact that observations are continued *in addition* to the other suggested activities makes the students' integration of experience more probable.

### *Participation in Special Projects*

Occasionally there are opportunities for senior students to participate in some types of special projects. A suggestive illustration is the work at one teachers college where a health project, financed by the Kellogg Foundation, has made possible some excellent laboratory

experiences for students.<sup>7</sup> At the time of the present writing it was planned that health education students during the next two years would participate actively in this project. They would engage in such aspects of the program as: the planning sessions of the co-ordinator, staff, and students; panel discussions in various community groups; surveys of community health problems; preparation and execution of methods of meeting community health problems; and conferences with local doctors, nurses, and lay people to study what the problems are and ways of solving them.

### *Field Courses*

Another illustration of a type of activity which provides for continuation of professional laboratory experience following the student teaching period is found in a variety of field courses now a part of pre-service programs in some institutions. Field excursions in connection with such courses differ from institution to institution. In one situation a complete course may be built around one rather extensive field trip. During such an excursion students may have opportunity to give attention to a comparative study of factors influencing societal patterns in a number of communities. They may have as guides on their trip persons representing special competencies in sociology, physical and natural science, education, and human growth and development.

In another college, a field course may include a number of excursions to different places of interest. Such trips may be focussed on one purpose and the range and variety of contacts included are intended to provide the student with many experiences as a basis for formulating generalizations regarding the given point of focus. Still other professional laboratory experiences in field courses may be planned in terms of an intensive study of a given situation.

Field courses of these and other types represent efforts which are common to some institutions.<sup>8</sup> The number of colleges now exploring such possibilities gives support to a felt need on the part of many teacher educators to extend opportunities for direct contacts. It is

<sup>7</sup> North Texas State Teachers College, Denton, Texas.

<sup>8</sup> Among the institutions experimenting with field courses are: Central College of Education, Mount Pleasant, Michigan; State Teachers College, Montclair, New Jersey; State Teachers College, Trenton, New Jersey; State Teachers College, West Chester, Pennsylvania; State Teachers College, Willimantic, Connecticut; State Teachers College, Oneonta, New York; Southwest Texas State Teachers College, San Marcos.

significant that many experiments of this nature are to be found in general education courses as well as in professional courses. The full potentiality of such experiences for the prospective teacher has not been used. Staffs and students now exploring this area will do a service to teacher education if they will share with others what they learn about methods and results.

### *Internships*

It would seem unwise to conclude a discussion of professional laboratory experiences following student teaching without reference to one of the most important movements in teacher education. The present study deals more particularly with the four-year program of pre-service education but there is no intent to overlook the possibility of a fifth year, especially if the program of that year is so planned that it includes some professional laboratory experience. For this reason, attention is given here to the internship programs of a few institutions.

The term internship as used by the committee refers to a year or more of advanced professional study and guided teaching as a member of a school staff in a field situation. It is considered a culminating experience of a teacher education program which has included prior to the fifth year a gradual induction into teaching. Professional laboratory experiences, including student teaching, have been provided all along the way. The internship is in no way a substitution for student teaching. Students eligible for internships should have met the requirements for teaching in the given school system. They should spend full time in the school situation, carrying from one-half to two-thirds of a regular teaching load. For this work, they should be compensated proportionately. Supervision of interns should be the joint responsibility of the college and the local school staff. The internship program may lead to a Master's Degree or may be a part of the requirements for an undergraduate degree.

The internship as described here must be distinguished from many plans which go by the same name. For example, some internship plans are substitutions for the student teaching program and, therefore, do not fall into this category. There are many school systems at the present time which carry on an extensive in-service education program for first year teachers (called probationary teachers or cadet teachers). In some cities this program involves cooperation with local teacher education institutions. Such programs, regardless of the name applied to them, are not internship programs as defined by this committee.

Two illustrations are presented of programs including experiences approaching an internship. It will be observed that neither plan actually meets the provisions stated in the preceding paragraphs. However, each serves to show some possibilities in planning for a fifth year as a part of the pre-service teacher education program.<sup>9</sup>

One university, in cooperation with the schools in the communities around the university, has developed a plan for a fifth year of professional education.<sup>10</sup> Students may enter this program from any undergraduate course at the University or other accredited institution. The program leads to a Master's Degree and includes two summer sessions and a full year of teaching. During the first summer the student plans with his adviser the courses he will take both to meet the requirements for the degree and to prepare for the internship. For the nine or ten months of the school year following, the student is assigned to a classroom in a cooperating school. Here he takes on responsibilities, gradually assuming a full teaching load. He is guided in this experience by the classroom teacher, the school principal, and representatives from the college staff. Each Saturday he meets on the campus with other interns and an instructor in a seminar designed to help with interpretation of experiences, to plan activities, and to evaluate the program. The following summer he completes the course requirements for the degree. Interns are paid a stipend as are the cooperating teachers who supervise them.

A second type of plan has been developed by public schools and two nearby teacher education institutions.<sup>11</sup> A shortage of really good teachers was felt in the public schools. One effort to meet the shortage was to offer graduates of any college with whom cooperative relationships might be set up an opportunity to work in the schools for a year of internship. Students having a bachelor's degree and a state teaching license are eligible for an internship in the city schools. They may count this teaching as part of their work toward a graduate degree. Supervision is supplied from both the city schools and the

<sup>9</sup> The reader is referred to the following documents for a complete discussion of the internship as used by the Committee on Professional Laboratory Experiences. Alexander, Marie. "A Plan for a Program of Internship in Teacher Education," Ed. D. Report, Teachers College, Columbia University, New York, 1941.

Stratmeyer, Florence. "The Internship as an Integral Part of Teacher Education: Some Basic Principles." *Bulletin, National Association of Supervisors of Student Teaching*. The Association, 1942 November).

<sup>10</sup> Northwestern University, Evanston, Illinois.

<sup>11</sup> Grosse Pointe Public Schools; Wayne University, Detroit, Michigan; and the University of Michigan, Ann Arbor.

university in question. The greater part of it is done by the members of the public school staff, especially the school principal.

During the internship, the students engage in such activities as the following: (1) observing the whole school at work; (2) assisting in the principal's office; (3) assisting at least two classroom teachers; (4) working in the school library; (5) supervising and guiding students in the study hall; and (6) participating in the direction of at least one extracurricular activity. For these services students are paid a stipend. This plan was actually developed by the community school officials and staff, yet it offers a good illustration of the types of activities which ought to be common to internships.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

As stated earlier in this report, teacher education institutions have traditionally placed emphasis on student teaching as the one period in the program where direct experience was to be had by students. Rapid modification of course content, methods of instruction, and curriculum patterns has been made in many institutions for the purpose of extending professional laboratory experiences downward in the four-year program. Attempts to extend such experiences upward from the student teaching period have not been as numerous. That this area is in need of as careful study and exploration cannot be doubted. That the nature of the laboratory experiences should be different, both as to kind and amount, also cannot be questioned. Basic principles of learning and a study of experimentation in this area point to the following as concepts which have special significance for laboratory experiences following student teaching.

1. That *three major purposes can be served by professional laboratory experiences following the period of student teaching*: (1) to permit students to do more intensive work in areas of special interest or competence; (2) to make it possible for students to strengthen shortage areas; (3) to help students gain a new overview of the larger school situation and to study the interrelationships of its various parts.
2. That *observation, as one type of laboratory experience, takes on new functional value at this point in the teacher education program*. Having recently been engaged in teaching activities the student now has an experience background to enable him to understand the work observed. He is likewise able to reflect the

work observed against this experience background and to select and make his own those qualities of the work observed which are appropriate to his educational point of view.

3. That *the nature and extent of laboratory contacts will vary greatly in terms of the needs of the individual student*. For some the work will be largely observation, for others direct teaching; for some there will be many short contacts, for others an extended period of work in a single situation; for some the experiences will be largely within the school situation, for others chiefly in the community; for some a definite emphasis will be placed upon laboratory contacts, for others laboratory contacts will be an occasional resource.
4. That *the internship has certain unique values for the preparation of teachers*, chief among them being: (1) to provide continuity between pre-service and in-service education (see Principle IX, p. 34); (2) to provide gradual induction as a member of a school staff with part supervision by those who know the beginning teacher; (3) to guarantee more effective placement for work; (4) to afford the college opportunity to study the effectiveness of its work and make needed curricular modifications.

The examples presented in this chapter indicate merely a beginning in the direction of the implementation of the above concepts. This area of the program of teacher education needs exploration by college staffs and students in order to uncover those experiences which are most significant and in order to devise adequate means for organizing and appropriately using the range of possibilities. Consideration needs to be given to such questions as:

1. On what bases shall the nature and extent of professional laboratory experiences following student teaching be determined for the individual student?
2. Who shall determine the types of activities which will best meet the needs of the student?
3. What is the place of a fifth year internship in the program of teacher education? If such should be included what is involved in its development for maximum effectiveness?

## CHAPTER VI

### GUIDING THE STUDENT IN PROFESSIONAL LABORATORY EXPERIENCES

**T**eacher education institutions, like other institutions of higher learning, have for some time placed considerable emphasis on the program of guidance. While there are no doubt as many different organizational plans for guidance as there are different institutions, the majority of such plans fall into one of two types of programs. In some programs a separate administrative unit is responsible for the guidance of students in all areas of college living and professional preparation. This organization does not prohibit staff members in any field from participating in the counseling of students from time to time, but it does place the responsibility in the hands of a few specially designated persons. Very often these persons form what is called a "personnel council," "student welfare council," or "guidance council." Individuals who frequently are members of such councils are the president of the college, dean of instruction, dean of women, dean of men, registrar, and representatives of the freshman orientation staff. Usually this council is under the direction of a coordinator who is a person with special education in the field of guidance.

In other programs there is no one administrative unit whose sole responsibility is the guidance of students. In these colleges greater emphasis is put upon the role of every staff member in the counseling of students. Experience in a few such cases has shown that where this responsibility is everyone's it may be assumed by no one. To counteract this possibility, many schools have one well-prepared guidance person whose function it is to see that the channels are open to students who want help and that responsibility for guidance of individuals is assumed by the persons best fitted in given cases. Other colleges have a well-developed plan of student advisers among selected faculty members.

The machinery set up for a guidance program is not the crucial factor. The issue of real importance is the quality of guidance available to students in a variety of situations. Current literature seems to indicate at least three principles that must be in operation if a guidance program is to function in the lives of college students: (1) personnel work is the responsibility of every member of the college staff; (2) cer-

tain individuals on a staff are better qualified to accept certain responsibilities in specific areas (the laboratory teacher would be a case in point); and (3) programs of guidance must be coordinated under the direction and supervision of one well-qualified person. It is not the purpose here to discuss the entire personnel program of the college. Nevertheless, it is important that an analysis of guidance of professional laboratory experiences be seen in the light of the total guidance program of the college.

Guidance in colleges falls into three general areas: personal guidance, instructional guidance, and vocational guidance. Too frequently, as a result of compartmentalization of these areas, the guidance given is ineffective because of limitations in the persons responsible. For example, on numerous occasions a college instructor has been known to give a student very inadequate advice relative to curriculum problems because of the instructor's lack of information regarding personal problems of the student. Persons responsible for vocational guidance have often neglected to make a complete study of the individual and his past experience before giving counsel. A college teacher of English once advised a student teacher in elementary education to spend less time with "those children" and more time with her class assignments. He didn't know that the student had missed five weeks of school the preceding semester, that she was having some personal-social problems, and that she was "finding herself" in her successful work with a group of third grade children in a town school. This advice on the part of the college instructor, based on inadequate information, was detrimental to the student in many ways, not the least of which was a change in her attitude toward children and a gradual decline of success in her chosen profession.

As suggested by Principles II and V the committee is concerned with the total program of guidance in teacher preparing institutions.

**Principle II:** The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and be an integral part of the total program of guidance.

**Principle V:** Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through the cooperative efforts of laboratory and college staff members.

To implement these principles in practice it is essential that a college



have a well-organized and well-integrated program of guidance, with all persons working with students assuming some responsibility for counseling. The questionnaire used by the committee did not secure information regarding the details of the administration and organization of the total program of guidance in the member institutions. It did, however, serve to gather data of particular significance in the guidance of professional laboratory experiences. These data reveal indirectly the nature of the total program of guidance. On the following pages attention is directed to two questions: (1) What persons are involved in the guidance of professional laboratory experiences? (2) What techniques and instruments are used by those persons in carrying on such guidance?

#### PERSONS INVOLVED IN THE GUIDANCE OF PROFESSIONAL LABORATORY EXPERIENCES

Table 18 presents data from the questionnaire to show which members of college staffs usually assume certain responsibilities in the guidance of professional laboratory experiences. Three major areas in which guidance plays an important role are indicated in the table: (1) observation and participation prior to student teaching; (2) assignment to student teaching; and (3) supervision of student teaching. Study of the data will reveal what persons usually take responsibility for guidance in these areas, what persons take little responsibility, and the amount of coordination of effort by the different persons involved.

Three generalizations can be drawn from Table 18:

1. Of those responsibilities listed on the questionnaire, with one exception, the laboratory teacher is the key person in the guidance of professional laboratory experiences. The one exception is in the responsibility of making assignments to student teaching, which is carried by the director of student teaching.
2. College teachers assume very little responsibility in the guidance of students during professional laboratory experiences. One exception might be mentioned here also. In the majority of instances reported, when college instructors conduct observation programs in their classes they provide for some guidance through class discussion following the observation. (See item 2-d.)
3. There is little coordination of the efforts of college and laboratory teachers in the guidance of professional laboratory experiences.

TABLE 18. *Staff Members Involved in the Guidance of Professional Laboratory Experiences*

Participants	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
I. Observation and Participation Prior to Student Teaching								
A. The observation and participation activities prior to the student teaching experience are for the most part:								
1. Guided personally by the teacher of the college course	37	25	36	15	28	23	32	14
2. Guided by the laboratory teacher	36	30	17	10	43	26	8	14
3. Guided by the college teacher through written reports	11	11	36	32	9	10	30	29
B. Through observation and participation the student is helped to see needs for further study:								
1. By the laboratory teacher observed	79	32	6	4	59	33	7	4
2. By the college instructor arranging the observation	45	34	29	13	31	23	28	15
3. By inter-student conferences	11	17	34	29	12	14	33	23
4. By class discussions following observation	59	36	19	5	39	30	20	8
5. By his major adviser	10	15	24	39	11	11	28	33
6. Through conferences with college teachers	8	12	36	24	6	10	43	26
7. Through written reports of observation to college teachers	15	14	35	32	12	10	28	30
II. Assignment to Student Teaching								
A. Assignment to student teaching is made:								
1. By director of student teaching	32	8	1	11	77	8	1	4
2. By principal of laboratory school	22	1	2	26	11	2	1	22
3. By student's major professor	1	1	3	34	1	2	2	29
4. By a combination of persons	18	4	5	22	15	2	5	14
B. In assigning students to the laboratory school:								
1. The college instructor discusses the needs and interests of the student with the laboratory teacher prior to assignment	17	19	29	35	12	11	28	31
2. The college instructor advises with the director of student teaching regarding desired placement for his major students	19	20	31	31	19	18	29	22
III. Supervision of Student Teaching								
A. In the development and supervision of student teaching activities:								
1. College teacher, laboratory teacher and student have three-way conferences to discuss problems and outlines of work	17	6	28	49	10	10	22	44
2. College and laboratory teachers have two-way conferences to discuss problems and outline plans of work for the student	14	14	30	41	9	11	31	32
B. Supervision of student teaching activities is:								
1. The responsibility of the laboratory teacher	66	17	2	6	37	12	2	6
2. The joint responsibility of the laboratory teacher and the student's major professor, planning the program cooperatively	15	2	20	34	11	3	19	30

\* For complete explanation of code see p. 146

TABLE 18—(continued)

Participants	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
3. The responsibility of the college faculty member in the student's field of specialization	1	3	19	49	5	4	11	33
4. The responsibility of especially designated members of the college faculty (whose responsibility it is to supervise student teachers)	25	6	8	27	29	5	5	24
C. The student is helped to see needs for further study and to deal with situations and problems met during the period of student teaching:								
1. Through work with the laboratory teacher	97	24	2	9	76	24	4	3
2. Through observation of his student teaching by college teachers with whom he is doing his major work	18	10	45	34	14	9	45	39
3. Through conferences with his college instructors	16	23	45	23	14	16	59	19
4. Through written reports of work done in student teaching and problems met and submitted to his college teachers	12	8	29	59	9	13	21	45
5. By observation of and conferences with fellow students	27	28	32	19	20	29	28	18
6. By supervision of his student teaching by specially assigned members of the college staff	48	10	17	32	49	13	15	29
7. By his special adviser or guidance counselor	11	11	19	50	7	11	22	45
8. By discussion of problems in college courses or seminars	37	27	28	14	24	28	18	21

Stated in another way, the persons involved in the guidance of professional laboratory experiences of students include: laboratory teachers, college teachers, guidance counselors, major professors, and directors of student teaching. Of these persons, laboratory teachers assume the greatest amount of responsibility. The data indicate that Principles II and V, while accepted by member institutions, are inadequately implemented in practices now in use. In a majority of the colleges the planning for professional laboratory experiences is *not* an integral part of the total program of guidance. Supervision and guidance of these activities in most institutions are provided *not* through the cooperative efforts of laboratory and college teachers but through the individual efforts of laboratory teachers. However, as in other areas discussed in this report, some colleges have succeeded to a greater degree than have others in making application of principles in practice. Examination of parts of programs from some of these schools will provide suggestions in answer to such questions as:

1. What particular guidance functions should be carried by certain individuals? What can the college teacher do? Where might the guidance coordinator fit into the program? Should the principal of the laboratory school participate in guidance of students?

2. How might guidance of professional laboratory experiences be put on a more cooperative basis? How can college teachers best carry their responsibility for such guidance?
3. What are the outstanding instruments for guidance of students in professional laboratory experiences? Are printed guides useful? What is the place and function of conference techniques?
4. How might the guidance of professional laboratory experiences be planned so as to provide for continuity in that program?<sup>1</sup>

#### TECHNIQUES AND INSTRUMENTS FOR GUIDANCE OF PROFESSIONAL LABORATORY EXPERIENCES

The various aspects of the total program of guidance in institutions preparing teachers are intricately interwoven. The typical guidance program begins with recruitment contacts made with high school students a year or two prior to their graduation and functions continuously through a year or more of follow-up work with teachers in service. While there is scarcely a single aspect of the total program which may not directly or indirectly contribute to the planning and developing of professional laboratory experiences with individuals and groups, the concern here is with those procedures and instruments used more directly in guidance of students during professional laboratory experiences. It is assumed that selective elimination on a sound basis has been made at the time of entrance into college; that an adequate program of orientation for freshmen is under way; and that at least one staff member is learning to know each student. These minimum essentials of the beginning steps of a guidance program are not discussed here since they deal less directly with the work of the student in professional laboratory experiences.

#### *The Conference as an Instrument for Guidance*

Of the various techniques used in the guidance of students the conference is probably the most frequently employed. Other instruments

<sup>1</sup> It is recognized the recording and evaluating of professional laboratory experiences make up a large part of the guidance program in many institutions. These problems, however, were considered of such importance by the committee that a separate chapter (Chapter VII) is devoted to a discussion of them. If the reader will take advantage of the cross reference suggestions throughout the remainder of this chapter, the significance of recording and evaluating as a part of the total program in guidance will not be missed.

generally contribute to the conference situation. Every member of the personnel involved in the guidance of students in laboratory experiences probably uses the conference technique at times. In the development with students of deeper and broader firsthand experiences with children in their community setting, conferences must be varied in kind and in procedure. Regardless of the nature of conferences or the personnel involved, certain general characteristics must be present if the greatest possible value is to be derived.

First, conferences must be based on the needs of the student as those needs are recognized by the student himself or by those who are working with him. When needs are of a universal nature, they may be dealt with best in a group situation. But many problems will be unique with a given student in a given situation. It is imperative that those persons involved maintain sufficiently flexible time programs to permit on-the-spot scheduling of conferences and that any content set up in advance be changed or modified continuously to meet better the emerging needs of students. It is important that any one of the persons involved know it is his right and privilege to arrange for setting, content, and procedure of conferences. Such knowledge is the result of cooperative effort in a well-integrated program.

To advocate "emerging conferences" and a flexible program does not negate the desirability of a set program of conferences with individuals or with groups. Opportunities for "on the spot" conferring should be in addition to regularly scheduled and planned-for conferences. Setting aside specific times for certain types of conferences when both students and staff members are available decreases the chances that some students might be overlooked because they do not sense their needs, that other students might seek more help than is good for their best development, and that in the face of many other obligations, the program of conferences might be neglected. Similarly, planning in advance the nature and content of certain conferences decreases the possibility that content of conferences may be skewed in one direction, that accumulated evidence of the needs of all students might be overlooked in the desire to take care of individual problems, and that special competencies of given students or staff members might not be used to advantage. For best results, it would seem that both "emerging conferences" and "planned-in-advance conferences" should be given careful consideration in the program.

Second, good human relationships must be maintained. Much em-

phasis has been placed on the importance of human relationships in many areas of living and work. It is significant that the emphasis has generally been one sided, with little recognition given to the mutual character of the responsibilities involved. For example, supervisors in education, in business, and in industry have long been concerned with their role in developing better relationships with those with whom they work. They have stressed their responsibility for better understanding of those persons but they have given little thought to the important role of the other parties to the relationship—of teachers, office workers, laborers. If there are to be good human relationships, each person in the situation must make an effort to understand the other persons involved.

In the area of professional laboratory experiences for prospective teachers this means that students must have knowledge and understanding of the persons with whom they work, as a sound basis for good relationships. For example, the guiding staff member might take the initiative in sharing information about himself in order that the student seeking help might feel more free to share like information. It is generally agreed that pleasant surroundings and an informal atmosphere facilitate good human relationships. These factors are important in conference situations. These can be provided in office situations where persons have the advantage of records and other materials at hand. At other times, the informal atmosphere and pleasant surroundings of the faculty member's home or of a tearoom might be used to add to mutual understanding. It is only where good human relationships prevail that students and staff members can work effectively toward raising and solving problems of deep concern to either party.

Third, records of all conferences should be kept. The many values of such records are elaborated in a later chapter of this book (see page 267). It is sufficient here to mention briefly the unique purposes of records of both individual and group conferences. In the first place, if a conference is worth the time it takes, at least one problem has been raised, suggestions for solving it have been discussed, and plans have been made for next steps. During these steps students have reacted in a variety of ways and expressed a number of attitudes. It is important that both parties (or all parties if there are more than two) have records of these steps. A series of such records reveals much about a student, provides anecdotal material and information for evaluation of the student and of the program as well. For the student, such records

serve as a concrete reference at future times in planning his own work and in appraising his growth. For the instructor they serve as a reminder of steps taken and of plans for next steps and thus help to provide needed continuity from one conference to the next. These records contribute also to the accumulation of evidence on the kinds of situations which confront students in professional laboratory experiences and on suggestions or activities that have helped in meeting situations effectively. This kind of research is needed. A college staff would be making a real contribution to the guidance of students in laboratory experiences if complete and accurate records were kept and later analyzed to study needs of students and ways of meeting them. Such information would help the staff to study its own program for such factors as continuity, balance, and adequacy.

The fourth general characteristic which seems essential to good conferences is that steps should be taken toward solving the problems raised. Too frequently conference time with students is spent entirely in evaluating a given piece of work of the student. Too little time is spent in helping the student to see relationships, to integrate his learnings from many experiences, and to make plans concrete. The conference should end with the feeling, "Something can be done and I have some ideas about how to do it."

**EXTENT OF USE OF THE CONFERENCE.**—As indicated earlier, the conference is the most popular instrument used in the guidance of students in professional laboratory experiences. The frequency of conferences with college teachers and laboratory teachers and of cross-sectional conferences with directors of student teaching is shown in Table 19. The data reveal also the frequency of attendance of college teachers at conferences between students and laboratory teachers and the usual pattern of attendance of laboratory teachers at times when college teachers are meeting with individuals or groups. Table 20 indicates the major types of problems dealt with by laboratory teachers, college teachers, and directors of student teaching.

In keeping with the data presented earlier in this chapter, Tables 19 and 20 indicate that laboratory teachers carry the greatest responsibility for conferring with students engaged in professional laboratory activities. These conferences are both individual and group in nature. Most often they are held as needed, but a number of the colleges report daily or weekly scheduled conferences with laboratory teachers. College teachers seldom participate in these conferences, only three colleges reporting this to be "uniform" or "general" practice. The

TABLE 19. *Frequency of Conferences of Students with Laboratory Teachers, with College Teachers, and of Cross-Sectional Conferences*

Frequency	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
In the area of conferences with the student teachers:								
1. Conferences held with the laboratory teacher are:								
a. Individual	100	20	3	0	83	17	4	0
b. Group	71	18	18	4	52	17	19	4
c. Held daily	33	18	10	13	20	10	7	12
d. Weekly	46	10	5	5	33	12	4	7
e. Held as needed	64	21	7	1	50	20	5	1
f. Attended by college teachers	3	5	28	61	3	5	22	47
2. Conferences of college instructors with student teachers are:								
a. Individual	29	24	18	27	23	16	16	21
b. Group	19	7	11	43	8	6	10	34
c. Held daily	2	0	1	45	0	0	0	34
d. Weekly	16	6	1	41	9	3	1	33
e. Held as needed	28	20	9	26	22	13	7	24
f. Held at request of student	25	19	17	21	22	8	10	15
g. Attended by laboratory teachers	6	6	26	44	7	3	16	38
3. Conferences for all student teachers or cross-sectional groups of students with the director of student teaching are:								
a. Weekly	39	4	1	16	32	5	0	14
b. Monthly	8	1	0	24	7	2	0	19
c. Held occasionally	28	22	3	10	25	15	1	8
d. Attended by college instructors	8	3	28	40	6	1	24	34
e. Attended by laboratory teachers	22	16	30	18	19	18	24	18

\* For complete explanation of code see p. 146.

TABLE 20. *Types of Problems Dealt with in Conferences with Laboratory Teachers, College Teachers, and Director of Student Teaching*

Problems	Number of Responses					
	Elementary			Secondary		
	Laboratory Teachers	College Teachers	Director of Student Teaching	Laboratory Teachers	College Teachers	Director of Student Teaching
Conferences dealing with the following are the primary concern of: (instead of code, check under appropriate column using E to indicate elementary teachers and S secondary teachers)						
a. Study of children	98	31	40	54	16	32
b. Organization of the school as a whole	42	9	67	30	12	54
c. Techniques of observing	70	39	43	52	23	35
d. Planning	88	22	28	72	18	27
e. Selecting pupil experiences	101	8	18	69	8	20
f. Selecting and using materials of instruction	105	26	23	78	21	22
g. Evaluation of pupil growth	104	14	23	77	9	20
h. Providing for individual differences—problems of individual pupils	106	17	26	76	11	25
i. The technology of teaching	80	38	48	81	31	44
j. Use of tests	94	38	30	66	31	28
k. Professional ethics	62	32	76	44	24	62
l. Community study	55	23	35	43	22	27
m. Relationships with parents and their problems	84	14	40	60	12	31
n. Pupil records and reports to parents	96	11	25	64	7	20
o. Professional growth	94	56	73	40	26	51
p. Evaluation of work of the student	99	19	61	65	14	48
q. General educational theory	51	58	62	35	40	50
r. Developing an educational philosophy	63	60	67	45	40	53



data give about the same picture regarding conferences for students preparing to work in the elementary field as for those enrolled in the curriculum for secondary teachers.

Conferences for all student teachers or for cross-sectional groups are held with the director of student teaching in about two-thirds of the colleges (a rough estimate). About half of this number hold such conferences weekly while the other half indicate that the director of student teaching meets occasionally with such groups. Only 11 institutions state that college teachers working in the curriculum for elementary teachers attend these conferences as "uniform" or "general" practice, while seven colleges make a similar report for the secondary area. Laboratory teachers more often participate in the conferences held by the director. The number of colleges stating for both the elementary and secondary programs that laboratory teachers attend such conferences as "uniform" or "general" practice is about equal to those reporting that they "never" or "seldom" attend.

Students engaged in professional laboratory experiences have fewer conferences with college teachers than with laboratory teachers or directors of student teaching. More of these conferences are individual than group, and in general are held as needed. The fact that almost as many colleges indicate that such conferences are never held at the "request of the student" as do those that report this to be usual practice may be significant. Laboratory teachers seldom participate in the student-college teacher conferences.

The relatively few conference topics and problems frequently referred to college teachers suggest that it is more than likely that the help college teachers give to the student working in the laboratory situation is done largely through instruction in college classes—"developing an educational philosophy," "general educational theory," "professional growth." This interpretation seems to be in keeping with the data on the frequency of conferences with college teachers and with the facts (reported in another section, p. 167) regarding the visits of college teachers to laboratory situations. Areas of concern most frequently referred to the director of student teaching include, "organization of the school as a whole," "professional ethics," "evaluation of the work of the student," and the three topics noted above as frequently discussed with college teachers. With the exception of the topics mentioned, all areas are reported as being more frequently referred to laboratory teachers. The general pattern seems to apply equally to the curricula for elementary and for secondary teachers.

The many uses of the conference as a technique in the guidance of students during professional laboratory experiences are illustrated in the following descriptions of concrete situations. The documents deal with both group and individual conferences involving a wide range of personnel and showing variety in purposes and procedures.

**THE NATURE OF THE CONFERENCE.**—Examination of some of the occasions for conferences in a professional sequence program described earlier (page 90) reveals wide scope in the nature and purposes of the conference technique in guiding students in professional laboratory experiences.<sup>2</sup> The staff in charge of the professional sequence, and others interested, realize that to engage in good planning *with* students necessitates careful planning on their part. They have learned through experience that “staff conferences direct, clarify, and fortify relationships.” After experimenting for one year in cutting down the number of staff conferences relating to the participation program for students, this staff decided that this procedure was unsuccessful:

Subtle values were lost through failure to have face-to-face contacts, possible only through group discussion. This group has not, therefore, felt it advisable to reduce conference time. On the contrary, as the program has taken on added significance and meaning through planning in terms of individual students, conferences have tended to increase in number. It has been necessary to accept that in work of this nature arrangements can be made only through staff discussion groups.

*Orientation Conferences Guide Students  
and Induct Them into Participation*

The importance of inducting students gradually into this part of the laboratory experience is recognized by staff members. Accordingly, participation includes a number of experiences other than actual contacts with children. It starts with a series of orientation discussions. These include conferences with campus school instructors, group or individual conferences with coordinators, overview discussions with consultants, introductory conferences with the principal, and occasionally, meetings with the custodial staff of the school. Throughout the periods of participation there are additional conferences with campus school instructors, coordinators, and consultants in general education. Following participation there are many conferences when students bring their experiences together and analyze them in group or individual fashion. These conferences are planned so that those which come during the sophomore participation are built with an eye to those to come in the junior year. Elements of conferencing are similar and preparatory to the ones which precede and accompany the students' later work in the Practicum in Student Teaching. The

<sup>2</sup> State Teachers College, Oneonta, New York.

opportunities for working individually with students, which grow out of planned conferences of this kind, are invaluable to staff members interested in developing and guiding experiences in terms of individual needs.<sup>3</sup>

A mimeographed sheet, "Suggestions for Participation," developed by students and staff is used by all those working in this program. The orientation conferences referred to above are further indicated on this sheet:

Plans for helping you in orienting yourself in this work:

The week preceding participation will be devoted to group and individual conferences in preparation for the work. These will consist of:

- a. An individual conference prior to the participation—you will sign up for this.
- b. A small group conference with the campus school instructor.
- c. An over-all discussion of content of participation.
- d. A group discussion of record books.
- e. An overview of the health work in the Bugbee School (School nurse).
- f. An overview of the Bugbee School program and your relation to it (Principal).
- g. A discussion of ways of working on first assignments given you by campus school instructors.

Such conferences do not stop with the orientation of students but are carried on throughout the students' participation and student teaching:

The virtues of planning by campus school instructors for the experiences of individual participators apply equally well to small group conferences which run regularly once or twice a week during participation. Two types of conferences provide for this—first, the series of small group conferences including participators, campus school instructors, with the coordinator as an occasional observer, and second, the individual student and campus school instructor conference.<sup>4</sup>

Just before students enter the period of student teaching in this college, they sit down in a group and evaluate their experiences of the preceding two and one-half years in the professional sequence. These conferences are planned by the students. They invite staff members and resource persons to participate in their discussion. The following excerpts are selected from a record of such a conference (the record being made by two student members). It is impossible to reproduce the en-

<sup>3</sup> Kaske, Erna. *The Oneonta Experience in Building a Professional Education Sequence*, The Collegiate Press, Menasha, Wisconsin, 1944, p. 149.

<sup>4</sup> *Ibid.*, p. 151.

tire conference discussion here, but parts have been selected to illustrate the nature of the discussion. The record has the additional value of showing the kinds of experiences students have had prior to student teaching.

Record Notes of Panel and Discussion to Summarize the Professional Sequence of Juniors Starting Student Teaching

Recorders—Mildred M.  
Gladys G.

Student Chairman: Before we begin our meeting this afternoon, I would like to extend to the members of the faculty a word of welcome. We are all very pleased to have you with us this afternoon and we hope that you will enjoy our summary conference.

The purpose of our meeting is to summarize for ourselves and to share with you the understandings we have gained through our professional educational work here at Oneonta State Teachers College. The new campus school staff members have given us some questions which we will try to answer. We don't know that we will be able to answer adequately all the questions and so we will welcome any comments or suggestions at any time. We want our conference to be as informal as possible.

In preparation for this meeting each one of us has done his or her thinking around the theme, "I Am Better Prepared to Do My Student Teaching Because of the Experiences I Have Had." . . .

Betty L. has brought together experiences and understanding we felt most significant in helping to understand children and to work with them. Betty, would you tell us about these?

Student B.L. We have learned about child development through our case studies, observations, and participation experiences. Nancy, will you tell us something about the case study you made?

(Several students responded by giving illustrations and the leader drew some generalizations out of these comments.) . . .

Student K.E. I had some interesting experiences working with a speech correction class. Several times a week we worked with children who had defective speech. . . .

Student Chairman. Are there any questions at this point?

Miss N. (faculty member) There are many likenesses in children at all age levels. The phase of the subject in which they are interested is different.

Mr. S. (Laboratory teacher) In the lower grades they play with trucks for fun; as they grow up they are still interested in trucks but perhaps from the mechanical point of view. . . .

Mr. V. (laboratory teacher) These characteristics are peculiar to certain age levels, yet we must not make rash generalizations and say only such things are so. . . .

Student Chairman. In the first part of *The Child and the Curriculum* we studied agencies other than the school or with which the school can work in meeting the needs of children. We have been aware all along that the school is only one agency of society which meets the needs of children. . . .

Student A.G. . . . we must give the children every educational opportunity possible—the school itself cannot provide all the opportunities the child needs. When we enter teaching situations we often find need of activities to supplement the work carried on in the classroom. Close cooperation with community agencies gives children a more complete meaning of work.

(Many comments were made regarding the public library, health and welfare agencies, and social agencies.)

Student J.F. One of the most meaningful experiences afforded us was the trip we took to a near-by area in our sophomore year to see the place of the school in the community. First, we visited the Old Union Free School and were told much of the importance of the school in the town, and the history of the school system. We then went to the new central school that had been built and it was brought out that often when a school is taken out of the town, much of the town life and prestige disappears. . . .

Miss M. (faculty member) The school has not been the center of recreation. It should be the teacher who plays the greater part in getting recreation closer to the school in after-school hours. Our greatest problem is leadership! Who is going to give the additional time? . . .

(Many students make comments.)

Mr. P. (Principal, Laboratory School) Everyone should be acquainted with the manuals and handbooks as a valuable source of information.

Mr. V. We should go out with students. . . .

Mr. S. The people in the community are valuable resources. . . .

Miss N. We must not forget newspapers as an important source. . . .  
(More student comments)

Student H.G. For two and one-half years we, as prospective teachers, have been learning about curriculum materials and at the same time we have been studying the techniques of teaching. . . . The final clinching of these came when we were able to use them and understand why we did certain things with individual children in particular situations. . . . We have been particularly conscious of teacher-pupil relationships.

(Many more comments were made regarding understanding children. The leader then asked a student to summarize the discussion. The student responded with a long summary.)

Student Chairman. I want to thank the faculty for the help they have given us in taking part in this discussion.

It's been so valuable and so interesting. Let's have a cup of tea and talk some more. . . .

Attention is called to the following facts concerning the conference techniques described above:

1. It was student-initiated and student-planned.
2. It was conducted by students.
3. A number of staff people were present: the principal of the laboratory school and several teachers; Miss N., a social science teacher in the college; Miss M., physical education and health teacher in the college; Mrs. Y., coordinator of the professional sequence.
4. While students were reviewing experiences they had had, they were evaluating them and raising questions.
5. Staff members made contributions for clarification, for calling attention to generalizations, and for providing additional information.
6. Concrete suggestions resulted from both staff and student comments.
7. Good human relationships were obvious. The situation was informal.
8. Records were kept of the conference. Such records provide staff members with valuable data for future study as a basis for modifying the program.

The general scheme for conferences during the student teaching period in another member institution is indicated in the following material taken from a mimeographed bulletin, "Principles for the Guidance of Supervised Student Teaching."<sup>5</sup> This plan illustrates planned-in-advance individual and group conferences. Notice that topics for discussion are merely suggestive so that conference plans may be flexible enough to provide for emerging problems and needs of the student teachers.

<sup>5</sup> Eastern Illinois State Teachers College, Charleston.

### *Guidance of Supervised Student Teaching*

*It Is Essential That Student-Teaching Be Done under Adequate Supervision and Guidance.*

Group conferences will be held at least once a week. The regular period for these conferences is the 4:00-4:50 period on Thursday. Each training-teacher will be in charge of his group of student-teachers. Suitable reference books will be placed in the reserve section of the library for the use of student-teachers. These books and others, together with their call numbers, are listed in the last pages of this bulletin.

In the group conferences problems common to all student-teachers will be discussed. The following topics illustrate the nature of the material to be considered in the conferences.

#### *Suggested Group Conference Topics*

1. What the training-teacher should expect of student-teachers and what student-teachers should expect of the training-teacher.
2. What should be the expected outcomes of a course in student-teaching?
3. How to plan a lesson. How to write a lesson plan. How to criticize constructively lesson plans before they are handed in.
4. Discussion of the student-teacher score card and system of grading student-teaching. (A student-teacher's score card will be placed in the hands of all training-teachers and student-teachers.)
5. How to correctly evaluate and criticize lessons observed.
6. What constitutes good classroom management and how it may be achieved.
7. Reports to parents; the values of such reports; the dangers; principles which should guide teachers in reporting to parents.
8. The purposes of school supervision; the proper relationship between supervisor and teacher; how to use the supervision to the best advantage.
9. How to stimulate pupils and create a desire to do superior work.
10. How to develop the art of questioning.
11. How to make assignments.
12. How to teach children to study.
13. Is the recitation obsolete?
14. How to socialize the recitation.
15. How to do diagnostic and remedial teaching.
16. Proper methods in drill, review and examination.
17. What are the principles involved in: observational learning;

motor learning; associative learning; problem solving; experimental learning; creative learning; development of attitudes and appreciations; conversational teaching; story-telling; dramatization; demonstration teaching; laboratory teaching; visual aids to teaching?

18. It is suggested that each student prepare a card file of references dealing with:
  - a. The teaching of his subject or subjects.
  - b. Equipment and material which should be used in the teaching of his subjects and where they may be obtained.

#### *Suggested Individual Conference Procedures*

Individual conferences between the training-teacher and the student-teacher should be held as needed. At these conferences the problems of the individual student-teacher will be discussed. The following procedures and topics are suggested:

1. The student-teacher is given an opportunity to evaluate his own teaching, to point out his own errors, and indicate what he should do to improve in ability to teach.
2. The training-teacher may discuss the pupils' reaction to the student-teacher's personality and teaching, and point out ways in which the student may improve his teaching personality, dress, voice, attitudes, and personal habits.
3. Lesson plans which have been corrected and returned may be discussed.
4. There may be a discussion of the objectives and aims for subjects the student is teaching, and daily aims for specific lessons when necessary.
5. There should be criticisms and suggestions regarding the student-teacher's selection, organization and presentation of subject matter.
6. There may be a discussion of the children from the point of view of school management, individual differences, special needs and how to meet them.
7. Constant emphasis should be placed on the necessity of a knowledge of subject matter before attempting to teach it.
8. The importance of clear and definite assignments will need to be stressed frequently.
9. There should be frequent discussions of problems of discipline with illustrations from particular situations.
10. Constant emphasis should be placed on the necessity of self-criticism.
11. The training-teacher and student-teacher should decide on cer-



tain points which need to be improved and a check-up on these should be made in later conferences.

The following facts should be observed with regard to the above illustration:

1. A specific time is set aside each week for group conferences in which problems of a general nature are to be discussed.
2. Some suggested topics for group conferences are listed. This is the result of study of the problems met by student teachers over a period of years and of the role of the teacher in the service area.
3. Individual conferences are based on needs of students.
4. Emphasis is placed on being concrete—in making suggestions and in planning next steps.
5. The importance of continuity is recognized.

In still another college students are given some suggestions as they begin their work in student teaching.<sup>6</sup> Among other items on the mimeographed sheet used for this purpose are these:

To student teacher:

*Confer with your cooperating teacher regularly*

Regular conferences will be scheduled by your cooperating teacher which will be considered an integral part of your regular class attendance. The ones held during the first weeks are of special significance in orienting you in your particular teaching situation. At this time it is especially essential that you ask questions concerning matters of classroom and building routine, teaching procedure, and problems of pupil personnel. Your cooperating teacher will be glad to discuss such specific questions with you.

It would seem advisable to make notes on such conferences. These should be more detailed in the opening weeks of school.

To cooperating teachers:

Guide the observations of the student by:

- a. *Daily conferences* to plan work, appraise results, evaluate techniques, and answer questions which the student may raise as a result of his observations.
- b. Check the record of student's observation to determine the analysis he has made of the work observed. In early observations the student may need to record in his notebook some such items as:

\*Wilson Teachers College, Washington, D.C.

1. What was the subject of the lesson?
2. Why was the lesson given? How motivated?
3. What materials were used? How?
4. How was questioning planned to stimulate real thinking and not mere recall of facts?
5. What points were emphasized?
6. How was the lesson "rounded out"?
7. What leads were there to further activity?
8. What provisions were made for individual differences?

*Confer regularly with the student teacher* to guide him intelligently, not only in his preliminary observations (as suggested in above) but also in an understanding of the total school program. The following fields will probably need to be discussed in such conferences:

a. Plans and organization:

1. Semester's work
2. The various units of work  
The relation of each unit to the semester's plans; varied activities within each unit; provisions for directed study, socialization, individual differences, remedial teaching
3. Specific units the student is to teach  
This assignment should be discussed as soon as possible so that the student teacher may make preliminary and tentative plans prior to the beginning of his teaching.

b. Principles of routine and classroom management:

1. Physical condition of room
2. Orderliness and attractiveness of room
3. Seating of pupils
4. Movement of pupils in entering and leaving room; in passing to the board; getting books, etc.
5. Handling of supplies and materials
6. Making clerical records and reports
7. Classroom courtesy—teacher-pupil relationship; pupil-pupil relationships; courtesies to visitors, etc.

c. Classroom control as a phase of character education and development through the use of such procedures as:

1. Creating opportunities for pupil participation in activities desirable for good of the class and the school
2. Giving definite instruction in matters of personal conduct and courtesy
3. Establishing class or school disapproval of misbehavior of their classmates
4. Studying the community from which pupils come

It would be possible to reproduce many other records illustrating various kinds of conferences during professional laboratory experiences. The preceding illustrations represent only a small part of the total program of conferring with prospective teachers. If space had

permitted, further illustrations might have been given to show the place of conferences in community activities: e.g., conferences of supervisors of service agencies with college personnel, both student and staff; individual conferences of student with consultant to secure help with a child in a given agency program; or conferences of coordinators of community programs with the director of students' participation from the college staff.

Another type of guidance conference not treated in the illustrations, but equally important, is that of students' conferences with parents or children or both. In many instances conferences are an important part of observations set up in connection with professional courses.

### *Guidance of Professional Laboratory Experiences Through Course Instruction*

Much of the guidance provided students engaged in professional laboratory experiences throughout the four years of teacher education is given through the medium of professional courses of two types: (1) those in which the professional laboratory experience is an integral part of the course, and (2) those courses which are taken concurrently with participation and student teaching. Reference has been made to the former in Chapter III, Professional Laboratory Experiences Prior to Student Teaching. The second type is dealt with in the following illustrations and comments.

**METHODS COURSES.**—In many institutions the program in secondary education calls for the student to take a methods course in his major field of specialization at the same time he is engaged in student teaching activities. In one university where this is done the University High School is the situation in which most students do student teaching.<sup>7</sup> There is close coordination among the members of the staff of this school and of the College of Education. The methods course is taught by one of three persons: the head of the given department in the University High School, the head of the special department in the University, or a designated person of the department staff in the University. The staff member who takes the major responsibility for the methods course works closely with the other two and spends considerable time in the University High School observing students at work with high school groups. Effort is made to base the work of the methods course on the problems identified by students or staff as student teaching activities go forward. Hence, this course provides an avenue for the

<sup>7</sup> University of Minnesota, Minneapolis.

guidance of students while they are engaged in the professional laboratory experience of student teaching.

A similar plan is used in a teachers college.<sup>8</sup> Here the laboratory teacher with whom the student works is in charge of a methods course in his special field. For example, a high school teacher of mathematics may have as many as six or eight student teachers working with him in his various high school classes. This teacher conducts the methods course by using two procedures: the individual conference and group discussion. The group discussions are based both on material planned in advance by the instructor and on problems emerging in high school classes where the students are working. Individual conferences are used to help the student with implementation in particular situations of the items discussed in group meetings and to help him to deal with his unique problems in the teaching situation. A mathematics teacher reported that during a recent semester's work with a group of student teachers, group discussions had centered around these topics: (1) evaluation of high school students, (2) analysis of materials of instruction in high school mathematics, (3) objectives of mathematics teaching, and (4) the testing program in high school mathematics. These were the outgrowth of student problems and concerns. Each student was helped to make specific application of the material discussed through individual conferences with the instructor.

STUDENT TEACHING SEMINARS AND FORUMS.—The *Integrated Course in Elementary Education* at one member institution was referred to on page 98.<sup>9</sup> The several aspects of this course are: student teaching, daily conferences, social activities, and the weekly forum. The weekly forum is similar to seminars running concurrently with student teaching in some institutions. The following excerpts from a mimeographed report of this course make clear the nature of the weekly forum:

The weekly forum, attended by all students doing practice teaching, has been a definite part of the plan from the beginning. At first it was attempted to make it a period for discussion and development of a philosophy of education; however, it was soon very evident that the students did not want to limit the forum program to this one field. Accordingly a committee made up of group leaders and a student representative from each group was formed to plan forum meetings that would more nearly satisfy the interests and needs of the students. This plan has been followed since the first year.

Some of the subjects of discussion in which students have been con-

<sup>8</sup> Illinois State Normal University, Normal.

<sup>9</sup> Milwaukee State Teachers College, Wisconsin.

sistently interested are: the Milwaukee County Guidance Clinic; the juvenile court; reports of graduates on their teaching experiences; the Dewey philosophy; interpretation of the term "progressive education"; classroom management and control; visual education; current educational and social problems.

The subject for discussion may be presented by a student, a faculty member, a panel of students, a faculty panel, a panel of students and faculty, or by a speaker who may or may not be a faculty member.

The forum meets for one hour each week; the day and the hour are determined by the programs of the several groups. The first half hour is allowed for the presentation of the theme of the discussion, and the remainder of the hour for questions and discussion from the floor.

In addition to the weekly forum:

Group leaders hold regular conferences for at least one hour every day to bring the student teachers together to discuss problems relating to their situations in particular and to education in general. They are informal and friendly, and afford an opportunity for a large amount of free discussion. Some of the most important problems which arise in every group concern: child development, individual differences and how teaching can be adapted to meet these, causes of behavior problems and suggested treatment, measuring the results of teaching, why certain subjects are found in the curriculum, and organization of units of study and lesson plans. It is the function of the group leader not only to help students solve their immediate problems, but also to guide the discussion into other worthwhile channels; to seize opportunities to stimulate interest in some special aspects of education; to encourage wide reading in the field; and to make sure that the student has professional background adequate for entrance into a successful teaching career. To aid in the accomplishment of these aims an ample reading list is provided in connection with the problems which are raised.

The elementary and secondary seminars in another college are described by the head of the education department in the following brief comments:<sup>10</sup>

The elementary seminar which parallels student-teaching is guided by the supervising teachers under the principal of the laboratory school as chairman and the coordinator of elementary schools as co-chairman. The students do the planning with the guidance of supervising teachers and conduct the discussions themselves. All supervisors are present at every meeting to give their assistance in solving any problems. Occasionally a student chairman brings in a representative agency that works with the children at Monroe School. For instance, a representative of the Public Health Service and a Social Case Worker have talked with the group about needs of the children at Monroe.

<sup>10</sup> Miner Teachers College, Washington, D.C.

The junior high school seminar has been enriched by the cooperating teachers and principals of the junior high schools; by visits from representatives of social agencies who work with the junior high school children; and by visits to the junior high school to have the counselors there show the students the school guidance program in operation. Students have done a great deal of the planning for the visits and have presided at and arranged all forms of group discussions.

In still another teachers college all student teachers take a course called *Practicum for Beginning Student Teachers*.<sup>11</sup> The nature of this course, as described in the course syllabus, indicates that it is similar to education seminars or student teaching seminars on many campuses:

*Practicum* is a service course which is part of the student's initial student-teaching experience. It might be considered an extension of the conferences of the supervising teacher if sufficient time were available to her. The purposes of the course are:

1. To enable the student teacher to understand, through analysis and discussion, the significance of the teaching activities in which she participates
2. To study the problems of teaching relationships: pupil-teacher, parent-teacher, teacher-administrator, teacher-staff, teacher-community, and teacher-book companies
3. To provide practical guidance in making lesson plans
4. To provide practice in activities which have for their purpose the interpretation of the school to the public
5. To form the habit of responsible self-growth

The students meet three days each week. The discussion is kept informal and the students are encouraged at all times to bring their problems to the group.

**OTHER PROFESSIONAL COURSES TAKEN WITH STUDENT TEACHING.**—It is common for students in teacher education to pursue other types of professional courses on the college campus at the same time that they are doing student teaching in a laboratory situation. Frequently, however, these courses provide only very indirect guidance to students in their student teaching activities. In some instances, however, such courses are planned as service courses and provide direct guidance to students in many of their problems during the student teaching period. One illustration of a course which is organized to help students with problems of the teaching-learning situation follows.

The course in *School and Community Relations* in one teacher education institution has these objectives:<sup>12</sup>

<sup>11</sup> Indiana State Teachers College, Terre Haute.

<sup>12</sup> Illinois State Normal University, Normal.

1. To help teachers become more efficient and professional in applying for and securing teaching positions.
2. To help teachers to become more efficient in establishing themselves in the community, in participating in community life, and in using community resources as a part of their educational work.
3. To help teachers to appreciate teaching as a profession, to understand the work of professional organizations, and to develop an interest in participating in such organizations.

To illustrate how this course provides guidance for students a brief outline of one of the ten units is reproduced here:

Unit III. Cooperating with Parents

A. Home Visitation—Purposes, time, technique

B. Reporting to Parents on Progress of Their Children in School

1. Standards for a satisfactory system
2. Different systems now in use
  - a. Modern-type cards
  - b. Letters to parents
  - c. Personal interviews

C. Possibilities in a Parent-Teacher Association

1. Functions or purposes
2. Weaknesses to be avoided
3. Organization
4. Programs
5. Teacher participation
6. Potentialities for good

An attempt is made not only to discuss the theory of cooperating with parents but to have students actually participate in the activities suggested. They plan and make visits to the homes of the children with whom they are working, they experiment with a variety of types of reporting to parents, and they attend, participate in, and later evaluate parent-teacher meetings.

*Guidance Through Observing the Student in the Laboratory Situation*

The guidance techniques reported in the preceding sections have implied direct association with the student in the laboratory situation—conferences based upon the problems arising from the work in the laboratory situation, classes dealing directly with situations growing out of and related to the practical work with children or youth or the adults associated with them. The concrete illustrations taken from selected colleges indicate that both laboratory and college teachers are active in the laboratory situation. The laboratory teacher, of course, has intimate association with the persons and factors involved in the

situation. To be really helpful to the student the college teacher, too, must have some association with the laboratory situation—at least to the point where he knows the children and the laboratory teacher, understands what they are trying to accomplish, and knows something of the part his student plays. This understanding may be gained through the study of pupil records and teaching plans, through observation of the group both when his student is working directly with them and when the student is an observer, and, in some cases, through participating in the work of the group. To work effectively with the student it is necessary for the college adviser at some points in the professional sequence to have rather intimate contact with the laboratory situation; at others to have a general background for the work his student is doing.

What steps are college teachers taking to acquaint themselves with the laboratory situations in which their students are working? What part do they play in the supervision of the student at work with learners? Tables 21 and 22 indicate the reported frequency of visits to laboratory situations by college teachers and the part they take in the supervision of student teaching.

TABLE 21. *Frequency of Visits to Laboratory Schools by College Teachers*

Frequency	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
College instructors have a regular schedule of visits to the laboratory situation	21	11	16	52	12	11	12	49
College teachers visit the laboratory situation only when asked by the student teacher	6	2	12	61	4	1	11	40
College teachers visit the laboratory situation only when asked by the director of student teaching or laboratory teacher	6	13	19	36	6	10	14	29
College teachers visit the laboratory school only when their students are teaching	5	7	14	46	5	8	13	35
College teachers seldom visit but work with the student on problems and plans	7	19	35	24	8	15	29	19

\* For complete explanation of code see p. 146.

As indicated in Principle V, guidance of students in professional laboratory experiences should be a responsibility shared by both laboratory and college staff members. Implementation of this principle makes it essential that members of both groups be continuously alert to the problems and activities in laboratory situations. While it is true that laboratory teachers have intimate acquaintance with the



TABLE 22. *Frequency of Supervision of Student Teaching by College Teachers*

Frequency	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
The frequency of supervision of student teaching by college teachers usually is:								
1. Once during the assignment	2	1	1	94	1	0	0	21
2. Twice during the assignment	0	3	0	21	0	0	1	17
3. Weekly	7	8	1	18	5	7	0	15
4. Monthly	2	2	1	19	0	3	1	16
5. Varied according to the needs of the student	37	25	12	14	27	21	10	13
6. Confined to requests from the laboratory teacher	10	3	13	10	7	4	11	11
7. Entirely through conferences at the college	1	3	2	27	2	3	4	21

\* For complete explanation of code see p. 146.

school situation, frequently there is need for them to have direct contact with other laboratory situations—welfare agencies, national organizations for children and youth, camps, recreational centers, museums. College teachers sometimes have less opportunity to become familiar with the laboratory school. However, their chances to observe and participate in other laboratory situations are frequent. In many instances college teachers are taking advantage of every opportunity to become familiar with laboratory situations in which their students may work.

Data in Tables 21 and 22 illustrate two steps which some college teachers are taking as an integral part of their participation in the guidance of students in professional laboratory experiences. Table 21 indicates the frequency of visits to laboratory schools by college teachers. The responses suggest that visits to the laboratory school are not generally made following a regular schedule and that neither the student teacher nor director of student teaching exercises any significant influence in determining the visits by college teachers. The pattern is the same for both elementary and secondary curricula.

A second activity which provides excellent opportunity for college teachers is their supervision of students during the student teaching period. Table 22 shows that such supervision by college teachers is not based on an inflexible plan—a plan which might become an obligation—but that in many institutions college teachers are “on call” to help students when a need is felt. That 62 institutions reported this to be “uniform” or “general” practice for elementary programs and 48 for secondary curricula is encouraging. It would seem to indicate a trend toward real coordination of the efforts of college and laboratory teachers in the guidance of students and toward a recognition of the im-

portance of basing guidance on the needs of individual students.

Nevertheless, it is to be hoped that more college teachers will begin to share the responsibility for guidance of professional laboratory experiences. As college staffs engage in study of the total teacher education program, as they accept common guiding principles, and as they share responsibilities in improvement of the curricula, all members will find occasion to participate in activities which contribute to better professional competence. Among the activities of greatest importance for staff members are direct contacts with laboratory situations through observation, participation, and supervision. It is only as all staff members have such experiences themselves that they are adequately prepared to guide students during professional laboratory experiences.

#### *Written Materials as Instruments for Guidance*

Written materials as instruments for the guidance of students during professional laboratory experiences are numerous and varied. They include those materials which are developed by staff groups for use by cooperating and laboratory teachers and by students. They include those materials which are developed by students for use by other students and staff members. They extend in scope from complete handbooks for students to memoranda sheets sent to laboratory teachers. Purposes in developing and using written materials include such widely differing aims as guiding students in observing intelligently and in evaluating self and others. Many of these written materials are for the purpose of recording and evaluating experiences. Materials for this purpose are dealt with in Chapter VIII, which is devoted to discussion of recording and evaluating professional laboratory experiences. On the following pages an effort is made to present illustrations of a few of the rather common types of written materials used as guidance instruments. These illustrations are grouped as follows: (1) materials for use by staff members; (2) materials for use by students; and (3) materials for use by both staff and students. The handbook as an instrument for guidance of students frequently includes many materials which might fall into the three groups mentioned above but usually includes others also. For this reason, it is discussed in a separate section.

**WRITTEN MATERIALS FOR USE BY STAFF MEMBERS.**—Many of the written materials prepared for use by staff members are concerned with administrative and organizational procedures but at the same time offer suggestions which should be helpful in the guidance of students. For example, in one college certain designated staff members in each

department carry the responsibility of supervising the professional laboratory experiences of a given group of students.<sup>13</sup> The Integration Department prepares each year a list of suggestions for faculty supervisors. They prepare a similar list for cooperating teachers. (Students work in public schools in the vicinity of the college.) To illustrate the nature of these suggestions a few items from each list are reproduced here.

For faculty supervisors:

Study the material in this folder, particularly Section 2, in order to answer questions of students and cooperating teachers.

(The folder referred to is the handbook for student teachers.)

Plan your visit according to the schedule furnished by the student. Try each time to see the student at work with children; to confer with him regarding what you saw; and to discuss his progress with the cooperating teacher.

For cooperating teachers:

Help the student to the point where he can assume complete responsibility for your classroom. You will find some help in *Details of Procedure*.

"The best statement we can make to cooperating teachers is this: Have your students do all the things which you are doing as they become ready to do them. Surely this will furnish a cross-section of teaching experience which is as adequate as possible in a ten-weeks period. Any suggestions made below should be considered as suggestions only. Disregard them entirely if you wish. Cooperating teachers and students may well talk over the rating sheet frequently."

(There follows a list of suggestions relating to the work of the cooperating teacher with the student: observation, case studies, curriculum materials, school administration, evaluation.)

Feel free to call upon the faculty supervisor for any help he may be able to render.

Ask the student to prepare such plans and other reports as you think wise and evaluate these with the student. The student will profit from your comments.

Frequently, written materials sent to cooperating teachers are the result of previous group planning. Such materials may be summaries of agreements reached, reviews of plans made, or suggestions for implementing ideas discussed. Written materials of this description are

<sup>13</sup> State Teachers College, Jersey City, New Jersey.

often used in the program of an eastern college.<sup>14</sup> The professional sequence staff, made up of campus laboratory school teachers and college teachers, holds regular planning sessions. Following such meetings, the coordinator may send a memorandum to the persons involved to verify plans made and to make suggestions for carrying out those plans. Excerpts from one such memorandum to campus school teachers follow:

Since there are two weeks of participation this spring instead of three, it seems advisable for the students to come for three observations prior to participation, instead of the two which they had last year. . . . The first one of these observations will be on Friday, February 14. This will follow your conference with them on Thursday, February 13. At that conference you may want to help them understand something about the Valentine Day activities which may be in progress in your room on the following day. It seems advisable to have students take advantage of the opportunities to observe children participate in a celebration which centers around a Valentine box and to see how teachers guide the arrangements for such a celebration skillfully.

We would, therefore, like to ask you to suggest to the students at your Thursday conference the best way in which they can observe or be a part of the groups' activities on Valentine's Day.

These participators will come for the other two observations on Monday and Tuesday, February 17 and 18. You may have specific things which you wish the students to look for or even to do on those days. Feel free to use them in any way you wish, or to direct their activities in any way helpful to them which you feel fits into your program.

These students will have had an overview of planning in which emphasis was given to basic needs of children, objectives of education—general and specific—a general understanding of curriculum and our state curriculum guides, and desirable procedures to use with children. As a follow up of this brief unit we are asking the participators to observe on one of those two days with these questions in mind:

1. What seemed to be the teacher's objectives as she worked with the group today?
2. What materials were being used and what experiences were the children having?
3. What procedures did the teacher use in guiding the experiences?

They have also had an overview of the social studies and health programs. As you know, science is emphasized in the spring semester of the Sophomore year along with safety and physical education, so any experiences you can give them in these areas will be helpful.

Written Materials for Use by Students.—Of all the mimeographed

<sup>14</sup> State Teachers College, Oneonta, New York.

and printed materials given to students to help them during professional laboratory experiences, the various kinds of "guides to observation" are most common. Such guides are used in professional courses when class groups are to observe in given situations, or when individual assignments in observation are made. They are frequently used also in the beginning steps of participation and student teaching activities. To illustrate the nature of these guides to observation three examples follow.<sup>15</sup>

#### Example I.

##### Observation by Student Teachers

Observation has only one general purpose, to collect data. These data may include samples of various kinds: A child's original story or a painting.

Observation for the current year is tentatively divided into three types according to the purposes for which it is made.

1. For orientation at the beginning of the practice teaching period or when observing in another classroom.
2. For the study of educational theory.
3. For learning about characteristic child behavior, particularly at the eight-nine year level.

The guide for orientation in the room follows:

First day (no participation). Your report of this first day's observation (one or two pages if in typing) will be due upon your arrival the second day.

1. General first impressions
  - Physical set-up
  - Attitude of children; their status as to maturity; their responses to the situation; et cetera
2. Some notes on what you will have to work with in the way of variety of children and equipment
3. Notes on what you would change, if possible, to make a more favorable learning situation in the room. Such comments have always been helpful to us. Those living in a situation often do not see what a newcomer notices at once.

Second day (no participation). Further acquaintance and tentative plan making (no report of this).

1. Names of children
2. Geography of the room. (You may examine any of the files, cupboards, desks.)
3. Materials used by the children, especially those connected with your area of teaching
4. Apparent interests of children
5. Capacities for self-help among the children

<sup>15</sup> Oberlin College, Oberlin, Ohio.

Third day. Completion of plan for fourth and fifth days; meeting with the pupils themselves, perhaps, to make announcements regarding your work with them, to make tentative plans, or to do whatever you may wish in getting acquainted with your piece of work.

Example II.

Observation by Student Teachers  
Child Behavior

Collect data for *one or more* items below by watching a child and listening to him at every opportunity. Record child's remarks verbatim when possible. Only occasionally talk with him. Remember that your casual remark brings a fuller response than does a question. Consider concentrating on one child at first with a substitute selected in case of absence.

1. *Language content:*
  - a. What does he say before the whole group?
  - b. To others in free time? And others to him?
  - c. To you alone?
2. *Group participation:*
  - a. What evidence that child does initiate activities?
  - b. Suggest changes in the room?
  - c. Bring problems to the group?
  - d. Bring exhibits?
  - e. Offer suggestions that others accept?
3. *Work habits:*
  - a. How long does he stick to a job?
  - b. What does he do when he meets difficulties?
  - c. Does he clean up without being told?
4. *Reading:*
  - a. List titles of books, magazines, papers, et cetera that he uses. Indicate for each title whether child just looks through contents or reads.
5. *Science:*
  - a. What does he bring to school?
  - b. What does he say about science materials (stones; snow, stars, butterflies, magnets, toads)?
  - c. What questions does he ask? (Verbatim)

Example III.

Observation by Student Teachers  
Practice and Principles  
(Includes Routine Management)

List only what happens, reserving your reactions as much as possible until you have finished collecting data—over a period of several days.

1. *Teacher-pupil relationships:*

Whatever goes on between teacher and pupil; get verbatim remarks when possible.

2. *Curricular content:*

Whatever is being studied, read, looked at, worked at, or talked about by the children.

3. *Teaching techniques:*

Ways of doing things, tricks, devices, methods; routine management of mechanical aspects such as distributing materials, checking individual progress, et cetera.

Students are often presented with mimeographed sheets of suggestions as they undertake a particular aspect of their program of laboratory experiences. An illustration of the type of guides presented students as they undertake new experiences is found in "Student Activities During the First Two Weeks," from an eastern teachers college.<sup>18</sup>

*Student Activities During the First Two Weeks*

A successful beginning as a student teacher is very important. In this section you will find specific activities which you should carry out during the first two weeks. Get acquainted with your classes and learn as much as possible about the routine of classroom management. Your observations, assistance with classroom activities, and conferences with the cooperating teacher should create a favorable background for your teaching which will probably begin during the third week. Make the most of your opportunity during this period.

1. Learn personnel of classes you are to teach. This would include:
  - a. Making seating charts and learning pupils' names
  - b. Studying individual records in the office for greater understanding of the physical, emotional, and intellectual capacities of each pupil
  - c. Informal discussions with pupils whenever feasible to determine their out-of-school interests or hobbies
  - d. Conferring with cooperating teachers about individual pupils
  - e. Studying the community in which the pupils live

From such preliminary contacts you should have an initial basis for understanding the pupils with whom you will be working in the weeks to come. It may be necessary for you to record briefly in your notebook the names of particular pupils and their specific physical disabilities, mental habits, home problems, or interests and needs until you become better acquainted with your classes. Such anecdotal records should be kept in a loose-leaf notebook.

2. Provide yourself with the necessary instructional materials to be used in the classes you will teach. Familiarize yourself with such things as:
  - a. Textbooks
  - b. Supplementary books, magazines
  - c. Wall maps
  - d. Visual materials in the building, etc.

<sup>18</sup> Wilson Teachers College, Washington, D.C.

It may be advisable during this period to collect instructional materials which will be valuable to you in planning your own teaching. It will be impossible to observe intelligently your cooperating teacher without concrete familiarity with the materials she is using from day to day. Become acquainted with them immediately.

3. Assist in making the classroom efficient and attractive. This is particularly important for adolescent children since the environment influences them vitally. In the opening weeks this is especially true.

You can assist by:

- a. Bringing in flowers or growing plants and encouraging pupils to do the same
  - b. Bringing in pictures pertinent to the work
  - c. Aiding pupils in attractive arrangement of the bulletin board
  - d. Assisting in the display of pupil's work, such as maps, cartoons, crayon sketches, etc.
4. Keep notes on lessons observed to be used as a basis for discussion with the cooperating teacher. Intelligent observation of your cooperating teacher is one of the ways to acquire skill in teaching. Your record of observations should be kept in intelligible form as a part of your notebook record. It might include observations of the following items:
    - a. Classroom control
    - b. Routine classroom management, such as recording attendance, distributing and collecting materials, and lighting and ventilation of room
    - c. Principles of teaching involved
    - d. Reasons for particular lesson being given
    - e. Teaching techniques, such as:
      1. Motivation
      2. Questioning
      3. Use of materials
      4. Directing study
      5. Leads to further activity
    - f. Pupil participation

Any questions arising should be listed in your notebook to be discussed later in conference with your cooperating teacher.

5. Assist your cooperating teacher in certain classroom activities, such as:
  - a. Taking the roll and recording attendance
  - b. Conducting opening exercises
  - c. Finding reference materials and visual aids
  - d. Helping individual pupils, or helping small groups of pupils in some practical phase of the work
  - e. Contributing in class discussion
  - f. Conducting small part of group discussion
  - g. Giving quiz or short examination
  - h. Correcting papers
  - i. Supervising class dismissals



6. Analyze yourself to determine factors of your personality which will contribute to your success in teaching and to determine areas in which improvement is needed. The check list below may suggest ones for you to consider in such a self-appraisal:
  - a. Personal appearance
  - b. Health and vitality
  - c. Voice and speech
  - d. Emotional stability and mental health
  - e. Responsibility
  - f. Initiative and resourcefulness
  - g. Cooperation
  - h. Adaptability

7. Confer with your cooperating teacher

Regular conferences will be scheduled by your cooperating teacher which will be considered an integral part of your regular class attendance. The ones held during the first few weeks are of special significance in orienting you in your particular teaching situation. At this time it is especially essential that you ask questions concerning matters of classroom and building routine, teaching procedure, and problems of pupil personnel. Your cooperating teacher will be glad to discuss such specific questions with you.

It would seem advisable to make notes on such conferences. These should be more detailed in the opening weeks of school.

Sometimes laboratory school teachers prepare written materials for beginning student teachers. The following excerpts taken from "Guide to Student Teaching in Kindergarten" from one university illustrate how one laboratory school teacher provides guidance through rather informal written material.<sup>17</sup>

You have been assigned to a kindergarten for experience in teaching. Your position is that of an assistant teacher, and, as such, your responsibility for the safety and development of the children is second only to that of the head teacher, and at times, when you are so deputized, is equal to hers. But in becoming a teacher you have not stopped being a student. Your materials for study are the children, both as individuals and members of society; the stories, music, handiwork, games, excursions, etc., and the methods of using these with children; and the world about. The head teacher will assign you to certain duties. Some of these will be routine duties to be performed over and over. Others will change from day to day or from week to week. Keep a list of all assigned duties. In addition you may—and should—ask for additional duties along lines where you feel that you need more experience or have something worthwhile to offer the children. You must arrange for frequent conferences with the head teacher. Keep a list of the dates on which these were held and the problems discussed. . . .

<sup>17</sup> Butler University, Indianapolis, Indiana.

A class conference of student teachers and supervisors will be held for at least one hour each week and private individual conferences will be arranged whenever needed. Feel free to ask for these. . . .

You are responsible for seeing that you have experience in working with the children—at first with part and later with all—for a number of times in *each* of the activities of the kindergarten. But remember that you are teaching all the time you are with the children whether or not you are definitely in charge of a group. During the informal work period you are responsible for giving needed aid to individuals and groups and for studying the children at work.

You should grow in skill and understanding as the semester advances. If you feel that you are not learning more about children, their parents, and the techniques of teaching each day, and more about world problems as related to teaching, bring this up in conference.

**WRITTEN MATERIALS FOR USE BY STAFF AND STUDENTS.**—The written materials suggested for use by staff members are, of course, used by students indirectly. Many of those prepared for students are used by staff people as well. In some cases, however, written materials are prepared for use by both groups as guidance instruments in their cooperative enterprise. One piece of material which falls into this group is the following outline for planning to be used by students in the *Junior Practicum* at one state teachers college.<sup>18</sup>

#### *Learning to Plan in Junior Practicum*

Following the Cooperating Teachers' Conference of last spring and the Advisory Board Conference of October 7, the Junior Practicum College Faculty met, fought, bled, and lived to agree on this pattern of attack in teaching junior students to plan in any and all subject or learning areas:

1. What kind of children are we to teach?
  - a. What is their background?
  - b. What are their characteristics—as individuals and as a group?
2. What are their needs?
3. What content is appropriate to meet their needs?
4. What are the best means of using materials to meet needs?
5. Have the needs been met?

A second illustration of material in this category includes a list of "Principles for the Guidance of Supervised Student Teaching."<sup>19</sup> In the mimeographed material given to staff members and to students each of the principles is elaborated. For the purpose of illustrating the na-

<sup>18</sup> State Teachers College, Jersey City, New Jersey.

<sup>19</sup> Eastern Illinois State Teachers College, Charleston.

ture of the material, only the principles themselves are listed below:

1. A high standard of pupil achievement should be maintained in the training schools.
2. A wide variety of instructional materials, equipment, and procedure should be presented to teachers in training.
3. Student teaching should take place under superior conditions.
4. Professional courses in education, subject matter courses and practice in the training schools should be integrated.
5. The training schools should be so organized as to provide student teachers with practice in performing the extra-instructional activities of teachers as well as those that are purely instructional.
6. Students in the college should have contacts in the training schools throughout their entire college course. These contacts should be such that they will be gradually inducted into the activities of teaching through observation and gradually increasing participation in teaching.
7. It is essential that student teaching be done under adequate supervision and guidance.

**HANDBOOK FOR STUDENT TEACHERS.**—In many institutions the written materials to be used by staff and students during the professional laboratory experience of student teaching are combined into a handbook or manual. While these materials differ widely from school to school, they have many elements in common. Parts of three handbooks are reproduced here to illustrate the nature of the material treated in typical written guides for student teachers. The first illustration is taken from *Student Teaching in the Secondary School, A Manual for Use of the Student Teacher*.<sup>20</sup> A short preface introduces the student to the manual:

#### To the Student Teacher

This manual has been planned to aid you during the period of student teaching as you learn to make practical applications of the principles of teaching and learning. It is designed to guide you through a gradual induction process until you are ready to assume charge of a teaching-learning situation as a regularly licensed teacher. The Butler plan of student teaching in the secondary school consists of three periods; i.e., the period of observation, the period of partial participation, and the period of independent teaching.

There are many problems that will face you as a student teacher, the solutions of which will demand your best efforts. Success in your student teaching, however, will likely be the best measure of your fitness for a regular teaching position in the public schools.

The manual includes the following material:

<sup>20</sup> Butler University, Indianapolis, Indiana.

1. Instructions to student teachers
2. Initial procedures
3. First period: the period of observation
  - Teacher procedures
  - Classroom management
  - Teacher-pupil relationships
  - Teaching techniques
  - Creating learning situations
4. Bibliography
5. Studying the pupils
6. Learning exercises

The following forms are included in Section 3:

1. Student Teaching Observation Record 1 to 15. (Each of these records includes a special assignment in observation.) A sample is reproduced below.
2. Seating chart.
3. Distribution of pupils by percentile, I.Q., and grade level.

**Sample: Student Teaching Observation Record**

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Building \_\_\_\_\_ Critic \_\_\_\_\_ Cadet \_\_\_\_\_ Date \_\_\_\_\_

Subject \_\_\_\_\_ Period \_\_\_\_\_ Room \_\_\_\_\_ No. of Pupils \_\_\_\_\_

Topic of the Lesson \_\_\_\_\_

---

		Time Budget							
T	5	10	15	20	25	30	35	40	45
P									
T	5	10	15	20	25	30	35	40	45
P									
T	5	10	15	20	25	30	35	40	45
P									

Record: Teacher participation above the line

Pupil participation below the line

Teacher A. assignment BB. blackboard .

E. explanation (add others)

Q. question

Pupil V. volunteers response

I. incorrect response

C. correct response

Q. asks question

(add others)

---

Forms for daily lesson plans are also included.

This *Manual for Student Teachers* is in mimeographed form and is to be used as a workbook. The forms provided are to be used in the book. There are many handbooks for student teaching that follow this pattern. However, a different type of handbook is illustrated in the *Handbook for Student Teaching* used at a state teachers college.<sup>21</sup> The table of contents from this handbook is reproduced below to indicate the type of material included.

- I. General Suggestions
- II. The Teacher
- III. Some Practices Required or Forbidden by New Jersey State Law
- IV. Suggestions for Child Study
- V. Planning Class Work
  - A. Units of Work
  - B. Suggested Plan Form for a Single Lesson
  - C. Sample Unit of Work (Social Studies)
  - D. 1. Sample Daily plan (Science)
  - 2. Sample Daily Plan (English)
  - E. Principles for Developing work for the Non-reciting Group
- VI. Suggestions for the Evaluation of Teaching
- VII. Activity Checking Form for the Observer
- VIII. Study Suggestions
- IX. Questioning
- X. The Summary
- XI. The Assignment
- XII. The Work of the Class Period
- XIII. Teaching for Appreciation
- XIV. Drill
- XV. Reviews and Examinations
- XVI. Miscellaneous
- XVII. Suggested References

In some situations handbooks are developed for use by students in a special area. *Student Teaching Handbook for the Division of the Social Science* is an example of this type.<sup>22</sup> This handbook includes many of the same items as those indicated in the table of contents above. The table of contents from this handbook is reproduced here to show what items have been included and how special reference is made to the teaching of the social sciences.

Preface  
Introduction  
Section

- I. Professional Attitude and Relationships
- II. Student Activities During First Two Weeks
- III. Contributions of the Cooperating Teacher

<sup>21</sup> State Teachers College, Trenton, New Jersey.

<sup>22</sup> Wilson Teachers College, Washington, D.C.

- IV. Planning the Lesson
- V. Variety in Types of Lessons
- VI. The Reading Program in the Social Studies
- VII. Individual Differences
- VIII. A Check List of Mistakes Often Made by Student Teachers
- IX. Visual and Auditory Aids
- X. Current Events
- XI. Activities and Experiences in the Junior High School
- XII. Some Board of Education By-Laws, Rules and Regulations Governing School Procedures in the Public Schools
- XIII. The Examination
- XIV. Rating Forms
- XV. Selected Bibliography

Miscellaneous Suggestions

The Personality of the Teacher

Drill

Suggestions for Teaching Pupils How to Study

*Miscellaneous Materials for Guidance of Professional Laboratory Experiences*

**MATERIALS FOR RECORDING AND EVALUATING EXPERIENCES.**—In addition to the materials discussed in the preceding sections of this chapter there are many others which space does not permit including here. One group of such materials is those which are submitted to students in the area of recording and evaluating their experiences. These are treated in the following chapter. However, it should be emphasized at this point that, whenever such materials offer suggestions to students, they are guidance instruments also. For example, the factors used on the check-list for self-evaluation guide the student in setting up goals to be achieved and in determining which factors are deemed of greatest importance. Similarly, the items listed on an inventory sheet guide the student in knowing the kinds of activities which are good for him and in selecting those activities in which he will engage.

Materials used to ascertain the interests and abilities of students also serve as guidance instruments since they frequently open up for the student areas he had not previously considered. For example, at one state teachers college students are asked to supply information on a community service record.<sup>23</sup> For the student who has not given serious thought to participation in community activities as a function of the teacher, supplying this information should cause conscious exploration of the idea.

<sup>23</sup> Indiana State Teachers College, Terre Haute.

Community Service Record for Students  
At Indiana State Teachers College

Many schools are asking teachers to sponsor extra-curricular and community activities. All administrators are appreciative if staff members are prepared and are willing to render some type of community service. Your checks on this sheet will serve two purposes: (1) to indicate services which you are prepared to render; and (2) to indicate services in which you might engage at present in order to be prepared for this phase of your profession.

Type of Service	Experience—Where	Would Serve	Hours Available
<i>Character Building:</i>			
Girl Scout counselor			
Boy Scout counselor			
Camp Fire			
Y.M.C.A. Club			
Y.W.C.A. Club			
4-H Club			
Church school teacher			
Church choir			
Camp counselor			
Other			
<i>Recreation:</i>			
Direct play groups			
Lead singing			
Story telling			
Direct arts and crafts			
Assist with summer playground			
Church orchestra			
Other			
<i>Civic Service:</i>			
Clean up campaigns			
Safety drive			
Defense bond sales			

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Community surveys

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Community chest

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Other

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It is not a common practice to have students participate in preparing materials which serve as guidance instruments for students who follow after them in a situation. However, such a practice is carried out in one way at a member institution where each student teacher, or group of student teachers, working with a given group of children is asked to prepare a report of the work covered during this period of student teaching.<sup>24</sup>

*It is desirable that each group of student-teachers write a comprehensive report of the work covered during a quarter in order that the next group of student teachers taking charge of the class may proceed more intelligently.*

*There are other benefits to be derived from work reports. The experience of writing them is valuable, and the material should be of use to the student in future teaching.*

The work report of a quarter should be discussed with the student-teachers of the succeeding quarter. A copy of each work report should be left in the office of the Director of Teacher Training. Each student-teacher should keep a copy.

Obviously a report of this kind is useful in helping beginning student teachers understand the work under way in a given classroom.

**EXCHANGE OF INFORMAL LETTERS AS A TECHNIQUE IN GUIDANCE.**—As students at an eastern teachers college approach the time in the professional sequence when they are going to do student teaching, there is an exchange of informal letters between the student and the *Child and Curriculum* coordinator with whom that student has been working.<sup>25</sup> At times, the coordinator initiates the exchange by writing each of his advisees a letter in which he attempts to summarize the experiences of the student, pointing out special needs and abilities and making suggestions for meeting them. The student replies to the letter of the coordinator indicating his reaction—agreement, disagreement, misunderstanding, elaboration. The process is reversed at other times, the student initiating the exchange. It is impossible to illustrate the value of this rather unusual technique without reproducing complete letters

<sup>24</sup> Eastern Illinois State Teachers College, Charleston.

<sup>25</sup> State Teachers College, Oneonta, New York.



of one exchange. The letter selected for that purpose not only demonstrates the technique but also indicates the kinds of experiences this student had prior to the student teaching period.

State Teachers College

Dear Mrs. Y:

In thinking over my past experiences, I have found many that have contributed to my success as a future teacher. I feel that I have been very fortunate to have had so many rich experiences, and I only wish that I had had more because I know that each one is so invaluable.

The sequence of work in the Child and Curriculum has been most helpful. Beginning with the Freshman Course in Child Development—I learned to look at an individual and study him. Through our child studies I learned that a child is influenced greatly by his environment. If his experiences are limited he will tend to be an inactive and dull person and vice versa. Almost unconsciously now, I begin to analyze children and try to discover why they behave as they do. In working with children, it is necessary to understand them. My child studies helped me toward a better understanding of children and their development.

During my 2½ years here I have had several opportunities to observe in the Bugbee School. In some of the observations I have been more conscious of the children's behavior than the teacher's techniques. This past year I have been more aware of the teacher and his techniques both in teaching and handling the children. I have learned many techniques for discipline, getting attention, and ways to begin new material.

Our work in Child and Curriculum has not all been observations. The periods spent in class meant a great deal to me for there I learned how to teach various subject material. In Sophomore year I learned about the community and its agencies and about the school and its history. All of these things have given me a good foundation to begin teaching on.

The valuable experience to me was participation for in this I had an opportunity to put into practice all I learned. I was placed in an actual situation and was given responsibility. Participation gave me assurance and faith in myself. I found out that a teacher has to think fast and must always have the situation in hand. Even though you may be "shaky" or a little "hazy" on a subject you should never give this impression to the children. I found that in teaching anything you as a teacher must be well prepared. You must do a great deal of research for there will always be one to challenge you. Lesson plans are invaluable. These alone give one assurance and the feeling that you *know* what is coming next! I had experience writing lesson plans but do feel that I could have had and should have more experience with them.

Last year I wrote a long-time plan on Japan. I didn't have any difficulty writing it and I was told it was satisfactory but, I do feel weak in having experiences teaching it. It is something to write a plan and another to teach it! I feel that we should have more experiences along this line. Perhaps it is wise to save this for full-time student teaching, only I think I will feel weak in beginning it.

I had several conferences during my participation which were most helpful. Mr. S. told me that I should strive to read more slowly when reading aloud to the children. The particular day that I read to them I was short for time and I do know I watched the clock because I had a class to attend afterwards.

There is one strength that I have that I feel is good. When I stand before the class, I feel at ease and do not feel "shaky." I have not had any difficulty in trying to find words in a difficult situation. In regard to discipline, I am not afraid to use it when I think it is necessary.

In participating in 2nd grade I had experience in discussions. I learned to draw out the quiet ones and make them feel secure. I learned never to use "yes" and "no" questions, but to have the child tell as much as he can. In working in the 5th grade I had a very profitable experience working with the play. I also had discussion groups during the lunch period which were good experience. I taught some games also.

One of my greatest strengths is in the field of music. I can play the piano with little difficulty and do not feel "scared" to sing out before the class. I realize that music is important and I feel strongest in this field. I have had experience in teaching music and rhythm band in the 2nd grade.

My four years as a counselor in a summer camp have proven most valuable. This experience helped me to understand children and work with them. I lost the feeling of insecurity here and feel completely secure in the classroom with them now. I learned the children's interests and how to talk with them and show interest in what they are doing. I helped in cases of homesickness and discipline and this experience will no doubt prove helpful in the future.

I taught Sunday School for several years and in this experience had many opportunities to work with children individually and as a group. As far as my lacks are concerned, I naturally feel I have quite a few when it comes to teaching certain subject matter. I have never had any experience in actual teaching of reading, arithmetic, science, or art. I realize that it wouldn't have been possible to give me experiences in all fields even though it would be profitable.

In thinking about going out student teaching, I am looking forward to it very much. I am not scared about getting up in front of the class as I said before and I know that there will have to be many new techniques learned. As for teaching itself—I think that with good preparation and good plans I will be able to get along satisfactorily. I realize

that if I am enthusiastic and interested the children will be. I have enjoyed very much the experiences I have already had and I know I will enjoy the ones in the future just as much, if not more.

Sincerely yours,

B.

Dear Betty,

I feel sure you know that both campus school instructors expressed confidence in your success in student teaching. I wish that every prospective teacher might have an opportunity to have four summers at a children's camp. It is a wonderful experience and may partly account for your calm efficiency in handling situations. You have a soft spoken voice and pleasant smile which children will enjoy and appreciate. Can you add to these a touch of buoyancy? It is the same thing that you had in mind when you mentioned enthusiasm and interest or it gives one more of a lift.

Good luck to you and come in to visit with me about your student teaching, won't you?

A wealth of potentially valuable materials is available for use in the development of professional laboratory experiences. These materials need to be reviewed carefully by those who use them in terms of the objectives to be achieved. Some may contribute to those objectives, while others may have negative effects by not providing ample opportunity for the student to set up plans in keeping with his needs, or by directing too much attention to the materials themselves rather than to the ongoing activities of the laboratory situation. Much needs to be done by way of a critical review of available materials and the development of new materials. Students should have a large part in both of these activities.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

Two factors have a primary influence upon the learning resulting from professional laboratory experiences--the kind or nature of the experience itself and the quality of the experience. The latter is conditioned in large part by the guidance given as the student engages in the particular experience. The quality of guidance is difficult to determine except as one lives closely and intimately in a situation. In essence, it is the art of teaching. And it must be judged with regard for all of the basic factors that make for effective teaching. While this study did not allow for such an intimate and detailed piece of work, it is evident from the data that applying the basic principles of good teaching to the guidance of professional laboratory experiences calls for the following:

1. That, in contributing to the three major purposes of professional laboratory experiences suggested in Principle I, *guidance should provide continuity, breadth, and balance of experiences*. Effective teaching (guidance) has as one of its functions to help the student see the pertinent interrelationships between and among experiences and to help him build upon past experiences in meeting and dealing with new experiences. This type of basic continuity in the college program can only be achieved when guidance of professional laboratory experiences is an integral part of guidance of other college activities and vice versa. This calls for cooperative planning and shared responsibility in the development of experiences on the part of laboratory and college teachers. Such cooperation is also necessary to achieve the desired breadth of experience in the student's program to fully realize Principle IV—contact with major activities of today's teacher. In like manner it is basic to providing the needed balance of experiences for the student during any given day and over longer periods of college work. Based upon the needs and interests of the individual student, those who guide his activities must help the student achieve that balance which for him is desirable between direct and vicarious experience, between direct contact, reading, and discussion, between personal and professional activities, between one phase and another of the teacher's work (i.e. the teacher's activities in the school as over against those in the community). The guidance of laboratory experiences has its part to play in helping the student to develop a balanced program.
2. That the *guidance of laboratory experiences is the joint responsibility of the laboratory teacher and the college representative, most closely associated with the student's activities in the laboratory situation*. Laboratory experiences prior to student teaching which are an integral part of professional and academic classes should be "followed through" by the college instructor as well as the teachers in the laboratory situations. This need not mean observing every student at work in the laboratory, but it does mean an acquaintance on the part of the college teacher or adviser with the general nature of the laboratory situation—an acquaintance sufficient to give guidance that contributes to the first two major purposes outlined in Principle I (testing of theory in action, sensing needs and problems that call for further study). Assign-

ment to the student teaching phase of professional laboratory experiences, the guidance of the student teaching phase of professional laboratory experiences, and the guidance of the student in this experience should be the joint responsibility of the laboratory teacher and the student's major adviser (the person most closely associated with his total growth and development pattern). Depending upon the particular organization of the college, three persons may cooperate in the guidance of laboratory experiences following student teaching—the laboratory teacher, the student's major adviser, and the member of the staff guiding the major professional courses the student is taking at the time. Guidance of professional laboratory experiences must be an integral part of the total guidance program (Principle II).

3. That *the student should have a vital and growing part in the guidance of his professional laboratory experiences*. This is made necessary for the following reasons: (1) only as the student shares in setting up plans can those who guide him know his reactions and be able to use them in developing plans; (2) as the student shares in developing plans for his own guidance he has firsthand experience with the guidance process, can see its effect upon him, and thereby gain in his understanding of what is involved in this process as he guides other learners.
4. That *the guidance of the student in professional laboratory experiences should demonstrate effective guidance procedures*. Just as the direct laboratory experience with children helps the intending teacher to better understand what is involved in their guidance, so the process of guidance which he experiences in his own activities is a direct experience through which he builds concepts, positive or negative, regarding effective guidance. Guidance of professional laboratory experiences should at all times demonstrate the principles which those guiding the student recommend that he use in working with children or youth.
5. That *the guidance of professional laboratory experience should be directed toward helping the student generalize from experiences and thus develop a set of guiding educational principles*, rather than be focused on a specific plan or pattern of work with children. While plans and a way of working must be specific with

reference to a particular situation at any given time, the plan itself should be based upon recognized educational principles. The plan or pattern is important only as it effectively carries out accepted principles governing the teaching-learning process. It is the principles, not the pattern, that the young teacher can take to the new situation to which he goes. A very different pattern may be called for in the new setting to realize the same goals.

The basic ideas and concepts that give direction to the guidance of professional laboratory experiences are relatively clear in terms of what we know about the learning process. Much experimentation is needed, however, to implement the principles in varied situations. Experimentation with a variety of techniques and materials is underway in member institutions. Careful records of such experimentation, pointing to (1) the kinds of problems faced by the student at the various stages of his work, (2) the way in which techniques were used to assist the student at various points, and (3) the reactions of different students to the techniques used, would do much toward clarifying thinking and improving practice.

## CHAPTER VII

### RECORDING AND EVALUATING PROFESSIONAL LABORATORY EXPERIENCES IN TEACHER EDUCATION

**R**ECORDING and evaluating professional laboratory experiences are integral parts of any adequate guidance program. In the process of helping students to move gradually toward mutually accepted goals in their preparation for teaching, judgments must be made continuously. Students and staff members working cooperatively are constantly operating in terms of decisions they make either consciously or unconsciously. Consider for a moment such questions as these: Does John need more experience with children outside the school situation? Should Nancy have more opportunity to work with children in the area of her special interest? Does this sophomore class need greater opportunity for group discussion with laboratory teachers whom they have observed? Is William ready for a student teaching assignment? Is this particular placement good for Margery? What can we do to help Virginia feel more at ease with the high school students? Would an extension of time for student teaching be a wise thing for Durwood? Does our program in student teaching really provide all the experiences we want to provide for students? Shall we recommend Dorothy for this junior high school position in a small town? How shall we deal with this complaint from Harold's superintendent? Daily, those persons concerned with the preparation of teachers are making answers to these and hundreds of similar questions. On what bases do they make judgments?

Obviously such questions cannot be answered in terms of generalities. Basic principles serve only to give direction and to provide a sound base on which to operate. The detailed steps taken toward a desired end must be determined by careful study of the factors in a given situation and by analysis of the unique needs, abilities, and interests of individuals within that situation. By the time students reach college age, their personalities and their backgrounds of experience are extremely complex. In addition to this fact, it must be recognized that differences among individuals in a group become broader and deeper as those individuals mature. It is hardly possible that staff members responsible for the guidance of these complex personalities

can be expected to do an adequate job without the use of records. The kinds of records which might be most useful in the guidance program is a problem in need of experimentation and study. The process of evaluation as a part of the guidance function is likewise an area of deep concern to those persons engaged in this important aspect of teacher education. Because each of these problems is of such magnitude and because some institutions are now making careful study of them, it seemed desirable to isolate them for treatment in a separate chapter of this report. The material on the following pages is an attempt to present briefly: (1) some basic principles to be considered in developing techniques and procedures of recording and evaluating professional laboratory experiences; (2) practices now common in many institutions preparing teachers; and (3) illustrations of experimentation in recording and evaluating laboratory experiences. The chapter concludes with the raising of questions relating to this aspect of the total program of teacher education.

#### SOME BASIC PRINCIPLES RELATING TO RECORDING AND EVALUATING PROFESSIONAL LABORATORY EXPERIENCES

The importance of records in the educational program of children and youth has long been recognized. Much research has centered around the problems of both individual cumulative records and curriculum records. The emphasis upon building school experiences around the needs and interests of students has made imperative the need for gathering as much data as possible concerning individuals and groups. Since a program built on the needs and interests of students can scarcely be achieved entirely by detailed planning in advance and since the programs of no two groups or individuals are likely to be identical, the need for recording experiences of students is greater than ever before. Individual cumulative records serve the purpose of providing the teacher with such information as is essential to his understanding of the student and therefore to better planning of experiences with and for the student. Group curriculum records provide the basis for determining the scope of experiences being offered by the college program and for determining balance and continuity within that scope. Hence *both individual cumulative records and group curriculum records are essential to planning and developing a program of experiences around the needs and interests of individuals and groups.*

It is a sound psychological principle and one currently accepted in



theory by most educators that *learning is facilitated when the individuals involved participate in the purposing and planning of activities*. This principle means that goals must be set by the individual himself, that he must sense his need for activity, that he must share in the planning of steps to be taken toward the goal he understands, and that he must likewise participate in the evaluation of his progress toward his set goal. The emphasis upon this basic principle of learning has given much impetus to study and experimentation in the area of continuous, cooperative planning and evaluating of experiences with pupils. It is probably fair to say that, of all educational workers, persons dealing with young children have given greatest attention to implementation of this principle in practice; that, as one moves from the elementary school to the graduate university, there is, in general, less and less attention given to practice of this principle. It is true that educators concerned with the professional education of teachers have accepted such principles in theory. However, as is the case with so many theoretical concepts, progress in making application of the concepts to the daily work with students has been slow.

#### USE OF RECORDS AND OTHER FORMS OF EVALUATION

In the early experimental work with cumulative records of children emphasis was placed upon such items as test results, grades, health history, and special problems. Currently, in addition to these items, attention is given to the importance of anecdotal material relating to home and family living, community activity and participation, personal and social development. It appears that, on the college level, development of cumulative records in many institutions is still in the first stage of experimentation and that only in a few cases do records match in quality those now in use in many elementary schools. This fact is substantiated by examination of records from a number of institutions and by round table discussions of the use of records at regional conferences conducted in connection with the present study.

Quality of records should be kept in mind while observing the responses to the questionnaire as reported in Table 23. Responses from a large number of institutions show that cumulative records are available. Follow-up of this item in many cases revealed that such records included only courses taken, grades received, and the results of tests given during admission procedures or freshman orientation week. Records including only limited information of this nature are scarcely worthy of the name *cumulative records*.

TABLE 23. *Data Relating to the Use of Records by Staff and Students in Professional Laboratory Experiences*

Uses of Records	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
I. Admission practices to student teaching include:								
Review of student's cumulative record by designated faculty representatives	62	5	5	26	47	4	6	23
Review of student's cumulative record with the student	17	11	17	30	15	3	13	29
Review of observation and participation experiences	12	9	9	43	7	6	7	39
II. Laboratory teachers are expected to do one of the following prior to the student's entering the period of student teaching								
Review student's cumulative record	22	13	19	28	18	8	16	24
III. In evaluation of student's growth and development								
Anecdotal records of student's growth are filed by:								
College instructor	12	3	6	39	11	2	6	33
Laboratory teacher	40	14	10	23	32	11	13	18
Director of student teaching	25	9	10	26	25	4	11	19

\* For complete explanation of code see p. 146.

A study of the above table points to the following facts:

1. A large percentage of schools reported that cumulative records were reviewed by designated faculty representatives at the time of admission to student teaching.
2. Students do not often share in the reviewing of their cumulative records.
3. Either records of observation and participation experiences are not included in cumulative records or little attention is granted them at the time of admission to student teaching. (There is evidence supporting the likelihood that the former is the case.)
4. Laboratory teachers make little use of cumulative records prior to the student's entering the period of student teaching. (Again there is evidence supporting the belief that such records as are available are not helpful to laboratory teachers and that frequently no effort is made to see that records are used.)
5. In the evaluation of the growth of student teachers the laboratory teacher makes more use of anecdotal recording than does either the director of student teaching or the college teacher. This is not surprising since as was indicated on Table 18, page 204, the laboratory teacher bears most of the responsibility for the guidance of student teachers. This was reported as "general" or "uniform" practice, however, by only fifty-three colleges.

It would seem that, in teacher education institutions generally, inadequate attention is given to the importance of individual and curriculum records in planning experiences around the needs and interests of students. If the reference made in Table 23 to the student's part in planning and evaluating (review of student's cumulative record *with* the student) is any indication of the share usually granted to students, it appears also that teacher education institutions generally do not provide for students' participation in the planning and evaluating of their experiences.

Additional data on evaluation procedures helps to explain the *nature* of the meager participation granted students. The reader is asked to keep in mind the following questions as he studies data in Table 24:

1. Who determines what factors shall be included in the evaluation of growth of students?

Does the student participate in setting up these factors? Are they his own goals? Are they important to him and understood by him? Does the laboratory teacher with whom he is working participate in setting up factors to be considered?

2. How are these factors determined?

Is the list of items used in evaluation based on research as to what are the important factors in the teaching-learning situation? Is such a list dynamic and flexible? Is it changing all the time to meet new concepts of the role of the teacher in guiding pupils?

3. How does the student share in the evaluative process?

Does he share by listening as he is told what is good and bad in his work with children and what he should do about those things considered bad? Or does he engage continuously in self-analysis and set up his own goals and procedures with the guidance of staff members?

4. Can an act as complex as guiding children in teaching-learning situations be evaluated in terms of letter or percentage grades or isolated factors on a rating blank?

What effort is made to have both student and staff members relate the items included in such ratings to actual situations and experiences of the student? Is the need to support judgments on rating scales by concrete evidence recognized by all parties concerned?

5. Are the cumulative records reviewed at the time of admission to student teaching discontinued then?

Why do these same institutions not report that cumulative anecdotal records are used in evaluation of student teaching?

Keeping the above five questions in mind will help the reader to avoid making inaccurate interpretation of the data reported. It must

TABLE 24. *Data Regarding Evaluation of the Growth of Students Through Professional Laboratory Experiences*

Factors in Evaluation	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
<b>Areas of understanding and abilities recognized as basic in evaluation of the growth of the student teacher are:</b>								
1. Maintaining good physical and mental health	99	24	1	0	88	24	1	0
2. Developing effective personal relationships	81	24	5	0	85	22	4	0
3. Understanding basic socio-economic problems of the community, nation, and world—and the part education has to play	71	40	15	0	80	33	16	0
4. Using critical thinking and acting upon it	80	36	11	1	89	30	8	1
5. Communicating effectively through appropriate media	81	36	4	0	74	30	3	0
6. Understanding and effective guidance of children and youth	86	38	6	1	73	32	4	1
7. Having command of a broad range of professional skills	78	41	5	1	65	39	4	1
8. A developing philosophy of education and life	83	34	10	0	71	31	9	0
9. Developing capacity and concern for continued study and personal-professional growth	75	42	10	0	68	33	9	0
<b>In evaluation of the student's growth and development:</b>								
1. The laboratory teacher evaluates the student working with him	72	9	0	1	63	9	0	1
2. The college instructor evaluates the work of the student he has been supervising	19	9	11	25	18	5	12	21
3. The student evaluates himself	26	17	15	10	20	15	12	9
4. The director of student teaching evaluates the student's growth	31	11	13	11	27	9	12	11
5. Evaluation takes place as needed	53	22	6	5	39	18	6	4
6. Evaluation takes place at stated intervals in the program	67	11	1	3	58	12	1	1
7. The student shares in the evaluative process continuously as he and his advisers discuss his work and make plans for next steps	72	34	10	2	59	31	11	1
8. The student knows the final evaluation given by his college teacher	39	12	7	22	28	11	9	17
9. The student knows the final evaluation made by the laboratory teacher	74	18	6	8	59	18	5	7
10. The student knows the final composite evaluation	76	18	2	12	62	15	2	13
<b>The evaluation made is in the form of:</b>								
1. Single letter or percentage grade	71	6	0	13	67	6	0	9
2. Letter or percentage grade for a series of designated aspects of the teaching process	23	8	3	28	21	6	3	23
3. Check-list or rating blank (multiple or descriptive statements)	82	10	4	5	74	5	4	5
4. Summary of cumulative anecdotal records	12	9	7	27	9	7	8	23
5. A letter or descriptive statement of achievement	46	8	6	18	44	7	4	14
6. Critical analysis (with supporting evidence) of the student's ability to use basic educational principles in teaching-learning situations	29	20	9	15	21	12	9	15
<b>A summary evaluation of student's progress in student teaching is made by:</b>								
1. College instructor	7	2	1	46	9	2	0	37
2. Laboratory teacher for use by college instructor	20	2	4	35	12	2	2	30
3. Laboratory teacher as individual report	60	11	3	9	46	8	2	10
4. Director of student teaching as individual report	12	5	6	33	12	1	6	28
5. Director of student teaching as composite report	44	10	1	19	40	8	0	14

\* For complete explanation of code see p. 146.

be recognized that quality is an extremely important item in the whole problem of evaluation. For example, students may share in the process in any number of ways, but some ways are far superior to other ways; rating blanks may be used, but some blanks are far superior to others, both in the way they are developed and in the way they are used.

The data of Table 24 indicate that the great majority of institutions reporting give attention to and recognize as important the areas of understanding and the abilities suggested in the questionnaire as basic in evaluating the growth of the student teacher. Evaluation of the student's growth and development in terms of these items is most often the responsibility of the laboratory teacher with whom the student works. College teachers take little part in this evaluation, which is in keeping with the earlier findings regarding the nature and extent of supervision by college teachers. This situation prevails both with reference to periodic evaluations of the student's growth and with reference to a summary evaluation of the work in student teaching. Laboratory teachers make the final evaluation report in most cases. In between fifty and sixty colleges it is "uniform" or "general" practice for the director of student teaching to take the responsibility for making a composite summary report of any separate ratings made. Practices are about the same in the curricula for elementary teachers and for secondary teachers.

Students share in the evaluative process primarily in two ways—as they and their advisers "discuss work and make plans for next steps" and through being informed of final ratings assigned their work in the laboratory situation. Self-evaluation on the part of the student is "general" practice in some of the colleges. However, about as many institutions report that this type of evaluation "seldom" or "never" takes place as report it to be "general" practice. This characterizes practice with students working both in the elementary and in the secondary fields.

About the same number of colleges report that evaluation takes place when needed as report that the "general" practice is to evaluate the student's progress at stated intervals. More than half of the schools indicate that the evaluation is made in the form of a check-list or rating blank of multiple or descriptive statements. A slightly smaller number use a single letter or percentage grade to indicate the nature of the evaluation. A letter or descriptive statement is used in some 54 colleges as "uniform" or "general" practice. It is interesting that evaluation of the student's development in terms of a "critical analysis (with supporting evidence) of his ability to use basic educational principles

in teaching-learning situations" is reported by 29 institutions as "uniform" practice and by 20 others as "general" practice.

The quality of procedures for recording and evaluating is not made evident in the data from the questionnaire. In general, the data present a picture which has the following characteristics: (1) cumulative records are not widely used; (2) laboratory teachers do most of the recording and evaluating; (3) there is little cooperative effort on the part of college teachers in the whole process; and (4) the check-list or rating blank is probably the most common form used in teacher education institutions. In order to get a clearer picture of the quality of procedures used, it is necessary to examine specific cases and to explore more detailed information regarding the content of records and reports and the methods by which they are compiled and used.

#### PRACTICES IN RECORDING AND EVALUATING PROFESSIONAL LABORATORY EXPERIENCES NOW COMMON IN TEACHER EDUCATION INSTITUTIONS

##### *Check-Lists and Rating Blanks*

The details of forms used differ widely from institution to institution but the main features remain rather constant. Generally check-lists are used cooperatively as well as independently by students and staff. Only in a few cases are ratings made by staff people not discussed with students. Frequency of use of such forms also varies. Data show that in a large number of institutions ratings are made periodically as well as when needed. Several examples of varying types of forms are presented here. An effort is made to illustrate also different techniques in using such forms. For the most part the examples are self-explanatory. The first comes from a New England teachers college:<sup>1</sup>

#### STUDENT PARTICIPATION AND TEACHING

Name of Student \_\_\_\_\_ Class and Division \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Class Size \_\_\_\_\_ Training Period \_\_\_\_\_

The following criteria are used by training teacher and student teacher as a basis for frequent conferences for purposes of guiding personal and professional growth.

##### I. PERSONAL TRAITS

1. Poise, self-control, self-confidence
2. Reliability

<sup>1</sup> State Teachers College, New Haven, Connecticut.

3. Resourcefulness
4. Leadership
5. Promptness in all school situations
6. Vitality, enthusiasm
7. Sincerity
8. Appearance
9. Voice
10. Cheerfulness and friendliness of manner

## II. PERSONAL RELATIONSHIPS

1. Understanding nature and needs of individual children
2. Respect for the individual personalities of children
3. Teacher-child relationship
4. Children's response to teacher guidance
5. Teacher-parent relationship.

## III. SCHOLARSHIP

1. Ability to use the English language
2. Breadth of general information

## IV. CLASSROOM MANAGEMENT

1. Attention to physical features of room
2. Attention to materials of instruction
3. Effective use of teaching techniques
4. Planning of experiences and enterprises

## V. PROFESSIONAL ATTITUDES

1. Desirable attitude toward criticism and suggestion
2. Adequate preparation for work
3. Professional relationship with co-workers
4. Subordination of personal affairs to professional obligations
5. Respect for and appreciation of the teaching profession

## VI. ABILITY IN GUIDING CHILDREN'S EXPERIENCES

(Language, Mathematics, Music and Rhythms, Arts and Crafts, Health, Science, Social Studies)

1. Mastery of materials of instruction
2. Adaptation of materials to individual differences
3. Attention and interest of children
4. Provision for growth in children's social habits and attitudes
5. Provision for growth in children's work habits, personal habits, and attitudes
6. Provision for growth in children's powers of expression
7. Provision for growth in children's knowledges and skills
8. Provision for growth in children's ability to assume responsibility
9. Provision for development of children's emotional stability
10. Provision for growth in children's ability to utilize their various knowledges and skills in the pursuit of investigations and the solutions of problems (Integration)

## TEACHING RECORD

Teaching responsibilities increase during a training period and build up gradually in each succeeding period. During the final teaching period the student assumes complete responsibility for the entire class for at least the last three weeks of the period. The student should be able to conduct the entire class with such skill and dependability that the teacher may be free to be out of the room for one or two full days.

For this training period \_\_\_\_\_'s accomplishment and progress are <sup>satisfactory</sup> ~~unsatisfactory~~ ("Unsatisfactory" means failure as a teacher and indicates that the student's abilities and qualities are more suitable for some other profession or occupation.)

The following are the specific strengths which have been revealed in this training period and also suggestions for overcoming weaknesses.

## STRENGTHS:

## SUGGESTIONS FOR PROFESSIONAL IMPROVEMENT:

Dates of Training Period: From \_\_\_\_\_ to \_\_\_\_\_

ATTENDANCE: Days absent \_\_\_\_\_. Remarks:

Signature of Student

Date

Signature of Training Teacher

The student signs this record, after discussion of it with the teacher, as an indication that he has seen it.

This form is a basis for conferences dealing with the needs and abilities of each student. If used frequently in this way, it may become a record of a student's growth during the period of participation and student teaching. The staff members and student are free to devise means for recording their discussions of various points included and also to add others which seem to be important in the given situation. After such conferences have been held frequently and records kept of them, the student and staff member cooperatively summarize their evaluations. It is important that such a summary be based on information from preceding discussions. This technique for use of a given form illustrates one type of *continuous, cooperative recording and evaluating of professional laboratory experiences*.

Two types of evaluation blanks are illustrated in the following excerpts which report sections of the forms with the common heading of "personality." The first is used at an eastern teachers college.<sup>2</sup>

<sup>2</sup> State Teachers College, Trenton, New Jersey.



## EVALUATION SHEET FOR STUDENT TEACHING

Name of Student \_\_\_\_\_ School Year \_\_\_\_ Quarter \_\_\_\_  
 Place \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_  
 No. days absent \_\_\_\_ Cause \_\_\_\_\_ No. times tardy \_\_\_\_ Cause \_\_\_\_  
 Rated by \_\_\_\_\_ Rating \_\_\_\_\_

*Explanations and Directions*

This instrument is designed to facilitate the analysis, supervision and evaluation of student teaching. It indicates significant categories under Personal Qualities and Professional Equipment, and offers several items descriptive of each category. It is hoped that this analysis may result in more comparable conceptions on the part of students, supervisors, and training teachers as to qualities to be developed in the teacher. It is anticipated that the student teacher will use the sheet as a means of self-improvement, and that training teachers and supervisors will use it for analysis and supervision of student teaching. Lastly, it is to serve as a rating scale to show a profile of the student and his work. The values of the letters on the scale are: A—Excellent, B—Above Average, C—Average, D—Below Average, F—Failure.

Please do these four things carefully:

- (1) In each category make a cross (x) on the scaled line at the point that represents your best estimate of that particular quality in the student or his work.
- (2) If any item in any category is very outstanding or excellent place a plus sign (+) in the space before the item. If the student or his work is very deficient in any items place a minus sign (—) in the space before the item. Only items very strong or very weak are to be so designated.
- (3) In the space provided at the end of the scale, on the reverse side of this sheet, write a descriptive interpretation and synthesis of the student and his teaching. As these are confidential reports, please express yourself fully and candidly.
- (4) Record your final rating on the scale near the bottom on the reverse side, and also by letter at the top of this sheet in the space provided.

## I. PERSONAL QUALITIES

F D C B A

## 1. Personal impression

- a. Is pleasing in general appearance
- b. Has good posture and carriage
- c. Is mentally and emotionally well-poised
- d. Meets people easily and graciously

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	F	D	C	B	A
e. Is neat and clean in person and attire	_____	_____	_____	_____	_____
f. Gives evidence of essential vigor	_____	_____	_____	_____	_____
g. Appears genuine	_____	_____	_____	_____	_____
2. Voice and Mechanics of Speech					
a. Has clear, pleasant voice, colorful, inspiring	_____	_____	_____	_____	_____
b. Articulates clearly, correctly, naturally	_____	_____	_____	_____	_____
c. Is free from speech defects, lisping, etc.	_____	_____	_____	_____	_____
d. Is free from undesirable mannerisms in speech	_____	_____	_____	_____	_____
e. Is dependable in pronunciation	_____	_____	_____	_____	_____

Notice that the foregoing form is to be used by both students and staff members. A rating blank used in this way may provide a base for many conferences out of which should come records of the student's growth during the entire period of student teaching.

A second example is reproduced below and on the following page.<sup>3</sup> The directions accompanying this form do not indicate that the blank is to be used cooperatively with students, nor that it is to be used at intervals throughout the period of student teaching. It is possible that these forms are used only by staff members and that students do not have an opportunity to see or discuss them. However, it is likely, even in such cases, that during frequent conferences held between laboratory teachers and students, there has been some indication of what the laboratory teacher's evaluation of the student will be.

The process used in developing any evaluation form is important. Ideally, students and staff members using such forms should participate in making them. This procedure would tend to eliminate apparent weaknesses of many forms. For example, one of the stated purposes in the minds of those advocating blanks and check-lists is to provide a common base for a more objective judgment of students' abilities. In most cases, this purpose is probably not achieved due to individual differences in persons using the forms. When a printed form is given to ten

#### RATING SCALE—PERSONAL ELEMENTS

Student \_\_\_\_\_ Final Estimate \_\_\_\_\_

                    Last                      First                      Middle

Please use the same marks that you are sending to the General Office.  
Do not use "plus" or "minus."

Grade \_\_\_\_\_ School \_\_\_\_\_

Subjects Taught \_\_\_\_\_ Sem. Hrs. \_\_\_\_\_ Semester, 19 \_\_\_\_\_

(school yr.)

<sup>3</sup> Michigan State Normal College, Ypsilanti, Michigan.

## DIRECTIONS

When marking any element, place an X in the space corresponding to the description which best fits the student. If no description corresponds, but a combination of the points in the scale will furnish a description, underline the points and mark the square which will indicate the student's position on the scale. If neither method furnishes a correct description, indicate the position on the scale and discuss the element under "Specific Recommendations and Comments." The supervisors will, no doubt, make much use of the space reserved for "Specific Recommendations and Comments," giving there any information not covered by the scale.

Personal Elements	A	B	C	D	E
Appearance	Consistently well-groomed and appropriately dressed. Carriage always erect.	Usually well-groomed, appropriately dressed. Carriage erect.	Carefully and appropriately dressed. Carriage fairly erect.	Untidy, inappropriately dressed. Carriage poor.	Slovenly, unkempt, overdressed. Carriage poor.
Personal Manner	Well-poised, self-possessed, courteous in every situation.	Usually poised, courteous, self-possessed.	Making little impression, courteous.	Self-conscious or over-confident, immature, colorless, uncourteous.	Crude, discourteous.
Voice	Flexible, always well-modulated, forceful. Clear enunciation.	Flexible, well-modulated, usually forceful. Clear enunciation.	Usually well-modulated, distinct, lacking in flexibility and force.	Harsh, indistinct, monotonous, weak.	Apparent voice impediment.

different laboratory teachers who had no share in deciding what should be included in that form, the result is invariably lack of understanding on points, disagreement as to the importance of some points, and wide difference in interpretation of other items.

The exact factors contributing to success in the teaching profession have not been clearly defined. Research is needed in this area. Until such definition is possible, it seems unlikely that it is good judgment to base evaluation of a student's potentiality on isolated items on a rating blank. That is not to say that such forms have no value. It does imply that such forms should not be the sole basis for evaluation but should be used as one of many techniques for the purpose of analyzing and evaluating each student's growth and development during professional laboratory experiences.

Certainly, if such forms are to be used, they should be used not once but many times during the student's college work. Only in this way can a student have the opportunity which he deserves in taking steps to improve in those areas where he is weak and in capitalizing on his strengths. Surely cooperative use of these forms is essential to making them the instruments which they should be for guiding the learning of the student.

#### *Other Forms for Periodic Recording and Evaluating of Professional Laboratory Experiences*

In some institutions, in addition to or in place of rating blanks or check-lists, other types of forms are used for recording and evaluating students' growth and development during professional laboratory experiences. Two examples are included to illustrate the type of form which might be used and subsequently placed in a permanent file for the student. The first example is a series of forms used at one college.<sup>4</sup> An explanation of how the staff arrived at these forms is made in the following statement taken from the handbook for students and co-operating teachers:

Students receive no specific marks for the work they do in the public schools, since this work is related to each course which they take at the college. An attempt was made during the early years of the program to formulate a rating sheet. One form was tried but was found inadequate. During the succeeding year, while an attempt was being made to discover some adequate means of rating the progress of these students, faculty advisers were asked to summarize briefly following each visit to the public schools the reaction of principals and teachers to the

<sup>4</sup> State Teachers College, Jersey City, New Jersey.

college students and to make such comments as they themselves wished. These faculty statements were typed on a blank sheet of paper for each student separately. This narrative record has served so well in guiding the student's growth and in presenting an adequate picture of his progress that the attempt to devise a more formal rating sheet has not been continued.

The handbook continues with four evaluation forms:

Form I. This form is used by the student periodically during his student teaching. On it he is asked to comment on the following: (Space is provided after each question.)

1. List the activities you have carried on which you think profited you most.
2. List the outstanding ideas learned from your cooperating teacher.
3. What favorable comments have been made regarding your work:
  - a. By your cooperating teacher.
  - b. By your supervisor
4. What weaknesses have been pointed out:
  - a. By your cooperating teacher
    - (1) What is your reaction to above?
    - (2) What specific suggestions were made regarding your improvement?
  - b. By your supervisor
    - (1) What is your reaction to above?
    - (2) What specific suggestions were made regarding your improvement?
5. This space is for you. Write what you wish.

Form II. This form is used by the cooperating teacher periodically during student teaching. On it he is asked to comment on the following: (Space is provided after each question.)

1. Are you favorably impressed with the professional attitude of the student?
 

Why?

Why not?
2. In what way or ways has the student been most helpful?
3. What suggestions should we make to this student about his habits or his personality traits?
4. Did you give the student an opportunity to teach any subject?
 

What subjects?

For what length of time?

5. Write a short statement giving your reactions to this student during his trial teaching.

Favorable  
Unfavorable

Form III. This form is used by student, cooperating teacher, and supervisor for purposes of evaluation of the student's growth and development during student teaching.

This record is planned primarily to aid student teachers in analyzing their classroom experiences and to serve cooperating teachers and supervisors in diagnosing students' needs.

In marking the record estimate the student's rating for the quality or ability listed, and circle that point to the right.

A—Superior  
B—Very Good  
C—Good  
F—Unsatisfactory

Add any comments which you wish to make.

I. Evidence of desirable personal qualities	A	B	C	F
1. Presents a pleasing appearance	.	.	.	.
2. Is neat and clean in person and dress	.	.	.	.
3. Wears appropriate clothes—simple, attractive	.	.	.	.
4. Stands with correct posture	.	.	.	.
5. Is pleasing in manner	.	.	.	.
6. Has vitality	.	.	.	.
7. Is usually cheerful	.	.	.	.
8. Has good habits of English expression	.	.	.	.
9. Is mentally alert	.	.	.	.
10. Gives evidence of initiative, originality	.	.	.	.

#### COMMENTS:

#### II. Evidence of teaching power

1. Has ability to establish herself as a leader of the children of this group	.	.	.	.
2. Has ability to provide for clear thinking on the part of the children	.	.	.	.
3. Has ability to keep children to a high standard of work	.	.	.	.
4. Has ability to keep children interested	.	.	.	.

	A	B	C	F
5. Provides adequately for the development of skills	.	.	.	.
6. Relates the work of the classroom to actual situations	.	.	.	.
7. Knows subject matter	.	.	.	.

## COMMENTS:

## III. Evidence of routine and work habits

1. Prepares thoroughly for her work with children	.	.	.	.
2. Keeps adequate records of children's progress	.	.	.	.
3. Gives evidence of housekeeping activity	.	.	.	.
4. Displays work artistically	.	.	.	.
5. Reflects learnings and growth of children in room display	.	.	.	.

## COMMENTS:

## IV. SUMMARY RATING \_\_\_\_\_

Form IV. This form is used by the supervisor from the college after each visit made to the cooperating school where a student is working. The college supervisor is asked to comment on the following: (Space is provided after each question.)

1. What comments or statements did the cooperating teacher make to you?
2. What strong qualities did you observe in the student?
3. What weaknesses are apparent?
4. What was your opinion of the student's selection and organization of notes? (Explain reason for answer.)
5. Enumerate your reactions:
  - a. Specific approval comments
  - b. Suggestions you made to student during interview

Each of the four forms illustrated above is used frequently during any period of laboratory work by the student. Each form is then placed in the student's cumulative record which is on file in the main office of the college and available to any staff persons desiring to use it.

The second example is a very simple form used by supervisors of student teaching at another college.<sup>6</sup> Each time a supervisor visits a student teacher or has a conference with him, the following form is used. Two carbons are made, one to be left with the student, one with the laboratory teacher. The supervisor keeps the original for the files on the college campus.

<sup>6</sup> Oberlin College, Oberlin, Ohio.

## SUPERVISED TEACHING REPORT

Critic Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student Teacher \_\_\_\_\_ Subject \_\_\_\_\_

Criticism

Suggestions

The foregoing examples have been presented to illustrate how some schools are moving away from the rating blank as the only technique. These forms seem to indicate a movement in the direction of less formality and less attention to details. They emphasize these characteristics by their natural movement toward narrative comments and anecdotal material in place of checking of specific items.

CURRENT EXPERIMENTATION IN RECORDING AND EVALUATING  
PROFESSIONAL LABORATORY EXPERIENCES

Experimentation in the area of recording and evaluating professional laboratory experiences is abundant at the present time. This is the result of much dissatisfaction with the inadequacy of methods discussed earlier in this chapter. Some experimentation is being carried on in an effort to modify forms and techniques already in use. Other experimentation seems to be of an exploratory nature. Among the present emphases on discovering new and better ways of recording and evaluating are to be found a number of attempts to have students evaluate not only their own work but the program which is offered to them. Because techniques used for this purpose contribute to knowledge which should improve all recording and evaluating, a few examples are included here.

*Students' Evaluation of the Program*

Many techniques may be employed to secure students' evaluation of their own work or of the program. Some of these are more effective than others. But one thing is certain; if students are to participate in an honest evaluation of themselves or of the program made possible for them, relationships must be such as to promote sincerity and security for the student. Action must result from the suggestions made by students. It is only where staff members are honest in accepting and acting upon comments made during any evaluation of the program that students will feel free to make comments. It is only when honest consideration is granted the student's evaluation of his work that he will continue to engage in self-analysis.



Reference is made here to seven different techniques employed for the purpose of having students evaluate the program of professional laboratory experiences and their own work in that program. The inclusion of these particular examples does not imply that they are ideal nor that some others might not serve the purpose as well.

*Group or individual conferences* may serve effectively as a vehicle for students in expressing their concerns and in raising questions regarding their program. A group of eight student teachers were gathered together on a college campus. During an informal discussion of the kinds of experiences they had had prior to student teaching and during the period of student teaching, one member of the group recorded the following comments showing the evaluation students were making of their program:

We just don't have enough time in the high school. . . . I'd like to have more opportunity to observe on different levels of the high school program. . . . You're out of luck if you get with a teacher who doesn't like you. I think we should get a chance to work with more than one teacher. . . . I didn't get one thing out of the psychology of learning that I could use during my teaching. . . . There were six student teachers in the classroom at the same time I was. I got a chance to teach just once. I think there should be no more than two in a room at a time. . . . Why do we have to prepare units of work? We never get a chance to carry them out with students. . . . Mr. \_\_\_\_\_ never even mentioned that rating sheet until the last day I was in the room and then there was nothing cooperative about it—he just told me what he had done with it. . . . Why couldn't the student teachers working with the same group of pupils get together at least once a week for a conference to discuss the program and the pupils?

During individual conferences with students on the same campus, identical points were made. In addition, the following suggestions came out:

The work in student teaching is indoctrination—watching other people teach all the time. I'd like a chance to teach a little myself. . . . Why can't we have an internship plan where we would really go out to schools like we will be in next year and try our hand at teaching real children? . . . Laboratory experiences are the most valuable part of the program and we should have many more of them. . . . University High is not a high school—it is a training school for students and the pupils know it. It is not a normal situation. . . . Why not have some summer workshops for undergraduate students?

Certain types of *written assignments* may serve also as instruments through which students express their reactions. For example, at one state teachers college, the instructor of a professional course in which

students had had opportunity for laboratory experiences used the method reported by him in the following account:<sup>6</sup>

Although evaluation was emphasized throughout the term, special emphasis was given to it at the end of the term in an attempt to make the evaluation of this course a learning experience for the students. The students on an individual basis set up a series of from six to a dozen items they felt should be considered in an evaluation of themselves and of the term's work. They were then asked to rate themselves on each of these items and to write a short paragraph on each item. The instructor then requested that in addition to rating themselves on the items they had suggested each student was to likewise rate himself on the following items:

1. What is my main point of strength as a teacher?
2. What is my main weakness as a teacher?
3. What has been the most helpful experience during the term?
4. What has been the greatest short-coming of this term's work?
5. To what extent have I acted upon my plans for this term and to what extent have I accomplished the things I had planned to do?
6. What are my immediate plans for growth as a teacher?
7. Write a twenty-five to fifty-word letter of recommendation for myself.

The value of the experiences varied from student to student. Some students did not take full advantage of their opportunity. The thing that impressed me, however, was the large percentage of students who did seem to really capitalize on their opportunity. This procedure did not seem to place a "ceiling" over the growth of any student. Each student could advance according to his capabilities and desires.

The same instructor reported:

At frequent intervals throughout the term the students handed in written comments concerning their experiences. The following are some excerpts lifted at random from their papers:

"Miss W's class consists of seven girls—some of them sophomores and some juniors and seniors. It makes a good set-up to observe them in the different stages of learning—what they remember from previous classes, and how they apply it and the amount of initiative they use in their work; to what extent they seem to want to change style of patterns, etc. I am particularly assigned to one senior girl in this group and I am helping her under Miss W's guidance. One of my problems is to bring my college training down to high school level."

"I find that the further I get into this matter of self-analysis the less I know about myself. I find that I have a tendency to like one of my group better than I do the others."

"I have found it possible to meet some of my assigned students on a bus and I have come to know them very much better as a result."

<sup>6</sup> Ball State Teachers College, Muncie, Indiana.

"Each day when individual work is being done the class is divided and Miss B takes over one side of the room and I take over the other side, when we clear up individual matters that aren't clear with the pupils, answering questions and helping to explain things they do not understand. If she isn't in the room when the bell rings, I start the class. If a test is being given, I sometimes put it on the board and supervise it."

"Students come to me before and after class and ask me questions concerning the lesson. I imagine I am participating every day, some days much more than others."

Another kind of written assignment used frequently is that of having students formulate reactions to a particular aspect of the program. For example, "What did you like about the experience?" "Was the experience valuable to you?" "How would you improve the program?" "What is your general reaction to the experience?" It was the last of these questions to which a group of students in one institution were responding when the following comments were made:<sup>1</sup>

"Realized the need for more integration between college and lab school work."

"Observation would be good but a single visit a week does not give a true or adequate impression."

"More observation, of course, and a great deal more joint activities in which the observer may do other things as well as watch."

"Participation should vary so that the student can see all classes being taught and get an idea of the entire school day."

"I think all the activities were profitable. It helped me realize just how to handle children and talk to them and what to expect when I entered into practice teaching."

"I think time is worthwhile which is spent in participation, but I do believe even more time should be spent down here so one can absorb all the worthwhile experiences."

"I believe everyone should have this experience so that you know a little about the customary procedure before you start teaching."

If such procedures as those described above are used frequently with individuals and groups of students, all those concerned with the program should gain much insight. The very nature of the evaluation the student makes of his activities is in itself an indication of that student's potentiality. If sincerity accompanies efforts to have students evaluate the program or parts of it, changes leading to improvement of the program should result.

<sup>1</sup> State Teachers College, Indiana, Pennsylvania.

To illustrate further some of the recent developments in this area two rather complete accounts follow. The first account describes techniques and instruments being experimented with in the area of recording and evaluating community activities in which students participate. The second example is an account of selected features of a plan of cumulative records to which students and staff contribute and which are used by both groups. Both accounts are suggestive of desirable directions for experimentation. In addition, they indicate indirectly the nature of experiences students may have in the situations related.

### *Recording and Evaluating Participation in Community Activities*

In the program of community laboratory activities at one university some useful techniques of recording and evaluating professional laboratory experiences are found. This program is described in detail in a handbook published by the director and students.<sup>a</sup> A few sample records are included here to further illustrate the scope and variety of techniques which lend themselves to useful recording and evaluating.

The first example is the brief form of the record kept by one student of his laboratory activities during one semester:

#### Record of Community Experiences

Name..... Semester..... Instructor.....

Start	Date Stop	Hours Spent	Experience
Feb. 1	May 15	20	Taught Sunday School class of 10 junior high girls at Italian Mission. Chief activities: class discussion, one picnic, 3 sessions making May baskets for hospital.
Feb. 5		1	Attend staff meeting of Sunday School teachers.
Mar. 3		2	Attended PTA meeting, West High School. Students put on patriotic tableaux, discussion of Victory Corps program.
Mar. 15		2	Attended citizenship hearings at County Courthouse 9-11 A.M.
Mar. 20		1	Attended lecture by S— S— on need for cooperation between social agencies and the schools.

<sup>a</sup> Low, Camilla M., et al. *The Child and the Community*. Department of Education, University of Wisconsin, Madison, 1941. (A revised edition to be off the press soon after the date of this writing.)

Apr. 5	May 5	5	Headed committee for Russian Relief in my dorm. Collected clothing.
May 5	May 6	2	Went to city hall and got a directory of service agencies available in my own community. Analyzed the list in terms of resources which the school could use in solving the problems of children and young people.
Apr. 10		2	Walked around the Italian neighborhood noting housing conditions, playground facilities, unwholesome influences. Located most of the houses of my Sunday School students.
May 5	May 6	3	Went home for the weekend. Got names of school board members and investigated their economic, occupational, and social status in the community.
May 5	May 6	1	Talked with my former principal and a teacher to find out what community facilities they used. <sup>9</sup>

Students in this program are asked to write a comprehensive report of their laboratory experiences at the end of each semester during the professional sequence. One such report included the following:

1. The Center—Here the student described the center in which he worked, pointing out its unique characteristics and the opportunity it seemed to afford him as a participator.
2. The Group—Each member of the group of pupils with whom the student worked was identified through
  - a. a diary record of activities
  - b. a report of use of Pupil Adjustment Inventory
  - c. a description of the learning situation
3. Case Study
4. Evaluation of the Experience—This section included such comments as:

Perhaps the greatest value that the activity has brought me is the grasping of the teaching or guiding "feeling or mood" so to speak. . . . I had no idea as to the attitude I should assume when talking to a group of boys; in other words, it put me at ease with the group.

Two other techniques are used at the close of a semester for getting students' evaluation of the community experience. The first is illus-

<sup>9</sup> Ibid., p. 130.

trated below and is self-explanatory:

To Education Students Who Have Participated in School or Community Activities in Connection with Education 73, Education 74, or Education 75:

As a basis for making plans for next year, the director of laboratory activities would appreciate your responses to the following:

1. In what activity or activities have you been engaged?

First semester .....

Second semester .....

2. In connection with what course? Education 73 .....

Education 74 ..... Education 75 .....

3. How much time have you spent weekly on the activity?

First Semester: .....hrs. Second Semester: .....hrs.

4. How valuable was your experience for growth in each of the following attitudes, skills or understandings? (Check in proper column.)

	Very Valuable		Valuable		Of Little Value		No Opportunity Offered	
	1	2	1	2	1	2	1	2
Semester								
More insight and appreciation of individual differences and needs								
More confidence in working with children								
Experience in trying to work out methods to motivate interest								
The satisfaction of contributing to a worthwhile school or community agency								
Valuable experience in leadership								
Experience in working harmoniously with adults								
Experience in carrying through a responsibility in a professional manner								
An opportunity to analyze the shortcomings of the activity and figure out methods for improvement								
A clearer concept of how a community agency can contribute to the total educational program								
A keener appreciation through contact with underprivileged or handicapped children of the social problems which community agencies are trying to solve								
The initial interview with the principal or supervisor was a valuable experience								

5. In a brief statement tell what you think of these activities as a part of your training as a teacher. Are there specific ideas or techniques which can be carried over into whatever teaching situation you may be in? Has your experience given you a vision of possibilities for working as a school or community leader in the town where you may be teaching?

6. What suggestions do you have for the improvement of the program?
  - a. Were the directions concerning your duties and responsibilities to the school or agency specific enough? Comment.
  - b. Did you feel you knew what you were looking for; what the relation of the activity was to the education course?
  - c. Did you need more supervision by the director of laboratory activities or your university instructor? By your supervisor in the school or agency?
  - d. Other suggestions?

Signed \_\_\_\_\_

The second technique used at the close of the semester consists of asking students to respond to a set of questions regarding the course and the laboratory activity. For example, one question is: What aspects of the course could be made more significant if organized differently, more thoroughly? Student responses to this question are illustrated by the following:

There should be more time for the laboratory activity. The visits to the schools do a great deal to show students the actual behavior characteristics and what teachers encounter. More time should be spent on the problems in the laboratory activity.

Supervisors of school or community activities in which students participate are asked to evaluate each student on the following form.

### STUDENT ACTIVITY RATING SHEET

Ed. 73, \_\_\_\_\_ Sem., 19\_\_\_\_\_

Will you kindly return this evaluation to the Director of Laboratory Experiences by \_\_\_\_\_

Supervisor \_\_\_\_\_ Agency \_\_\_\_\_

Student \_\_\_\_\_ Activity \_\_\_\_\_

A—Superior  
B—Good

C—Fair  
D—Poor

N—No observation

	A	B	C	D	N	Reason or Reasons Why or Why Not
I. Attitude Toward the Activity						
Prompt						
Reliable						
Cooperative						
II. Ability in the Activity						
Group liked him						
Group learned from him						
Used initiative						
Maturity in judgment						
Results met expectations						

General Comments:

Date \_\_\_\_\_

Signed \_\_\_\_\_

Two paragraphs of general comments are given to illustrate the nature of the evaluation made by the supervisors.

Mildred would go ahead well when she was not under supervision, but when I would observe her, she was evidently afraid to go ahead. Needs more self-confidence. Has good ideas, and needs more practice in working them out. She had weak officers in her club. Much could have been done to help them. Reports are fair, but her contributions to a difficult club situation have been noteworthy.

Ellen C. was assigned to Central eighth grade club along with two other advisors. I think it is hard for a girl to show her true value when work and responsibility must be so shared. However, Ellen was very dependable and conscientious in her work with the girls. I felt that this club should have accomplished more, as most of the members were holdovers from last year; there was a good club spirit right from the beginning and I believe the girls in the club would have done almost any project under inspired leadership. Plans were made for various parties but none were carried through to completion except the Christmas party. The club did participate in and win a prize in Stunt Night and Ellen was helpful in planning their stunt. As far as I could tell, no one advisor in this club was better or worse than any other one, and I believe all were interested in their work—but somehow no one took the forward step in planning and carrying out good programs.

Still another kind of evaluation of the program is found in the yearly report of the director to the Dean of the College. A paragraph is quoted here from one such report, showing how a director might take stock as he plans for next steps in developing a better program.

While the laboratory program has run more smoothly this semester than ever before there are problems still unsolved and possibilities for improvement still undeveloped. One problem concerns the number of variables in the program. Not all activities are equally valuable nor require the same amount of time. Some demand a great deal of responsibility and leadership; a few are almost purely observational. Now that we have more openings in the city than we have students to fill them, we can begin to be more selective and eliminate activities less good from the training standpoint. Another variable is the students themselves. The same activity may be of great value to one student and fail completely to elicit an intelligent or interested response from another. This means that the original matching of student and activity must always be carefully done on the basis of a consideration of student needs and job requirements.

### *Cumulative Student Records*

Several features of cumulative records kept by students and staff at another member institution are suggestive of the variety of techniques which might be used in the process of gathering and using data.<sup>10</sup>

<sup>10</sup> State Teachers College, Oneonta, New York.



It is impossible to cover the complete procedure used or to indicate the entire scope of material collected. The few illustrations which follow are selected to exemplify what seem to be rather unusual and effective techniques. The cumulative record referred to here is that material which is kept by persons concerned with the professional sequence. It is supplemented from time to time with data from other records such as those kept by the deans, by the guidance office, by the director of teacher training, or by the health office. The professional sequence record is kept at all times in the center of the student's activity; for example, during participation periods, it goes with the student to the school where he is participating; during class work in *Child and Curriculum*, it stays in the coordinator's office; during student teaching, it goes to the laboratory teacher with whom the student is working. All persons working with the student contribute to the record. Except for very confidential entries, which are kept in a separate file, the data in a student's record are available to him at all times.

The staff report that keeping and using such cumulative records have made students realize the value of cumulative records in their work with children. Since all records are developed cooperatively and since they actually function in the lives of students and staff, this would seem to be a desirable firsthand experience for the students. In fact, it might be called a professional laboratory experience.

Early in the work in the professional sequence each student has a conference with a staff member of his choice in which they discuss a book the student has read recently. The choice of the book to be discussed is entirely up to the student and he usually selects the staff member who is likely to be most interested and to contribute to his own understanding of the book selected. During such conferences students reveal many attitudes and understandings on a variety of problems. The following sample of an entry by a staff member after such a conference shows clues the student revealed:

September 30

Emily discussed NATIVE SON—Wright. Selected excerpts portraying effects of housing, food, employment difficulties, lack of school and recreation facilities on life of Bigger. Got into Negro farm labor camp conditions in her own community. Depicted deplorable situation, giving her own and community reactions. Stressed lack of facilities for caring for workers' children. Discussed possibility of using these Negro camps as her agency study this term.<sup>11</sup>

<sup>11</sup> Kaske, Erna. *The Oneonta Experience in Building a Professional Education Sequence*, The Collegiate Press, Menasha, Wisconsin, 1944. p. 230.

Another type of entry which is considered important by staff persons is that which deals with the variety of roles a student may play in different situations:

Contacts of this personal-social nature are as important as any to the development of students as prospective teachers. Records of evidences of such contacts may be as helpful in determining effective guidance as any of the more commonly accepted professional experiences. For example:

December 20

Jean plays piano well. Accompanied mixed choir at Xmas Community concert. Says she is interested in art and dramatics. Noticed she is a member of Art Club. Other students turn to her when they need posters made. We discussed values of these artistic interests when she works with children and as she makes a place for herself in any community in which she lives.<sup>12</sup>

During the sophomore and junior participation periods, campus school teachers with whom students work make frequent entries in the cumulative record. Since entries of this type are made at various stages of development in the professional sequence, they reveal growth of the student in a concrete way. The following entries concerning Ann's sophomore and junior participation illustrate this point:

Sophomore participation

Spring—1943

Ann sees teaching as "telling" children what the teacher knows. Could see little reason for planning or showing me her plans because she knew the content she was to use. When she had the group she told them what she knew, ignoring their questions and suggestions. Improvement came the last week, after a long and difficult conference. She came through with a plan, but not in terms of the needs of children of this age level. She did not finish her work. She did not come for her conference about her professional records. When we talked together she placed the blame for things not going well on the children, rather than looking to her own needs.

How far has she come according to the records of her junior participation?

Junior participation

Fall—1943

Ann sat in background until invited to enter the things the children were doing. Gives children impression of being bored when they do not move along as swiftly in their understandings as she thinks they

<sup>12</sup> Ibid., p. 234.

should. She does not sense this, unless it is pointed out to her. When she handles a discussion group she tends to get lost in subject matter to the neglect of children. There was some evidence that she began to see children toward end of participation—she was delighted when I commended her on her observations—as—“The children like Dick, even though he is quiet.” “Glen excels in gym, but what a time he has with his reading.” Will need careful guidance as she begins student teaching.<sup>13</sup>

Still another interesting and suggestive technique is the evaluative letter described by Kaske:

Evaluative Letter to Student Is Similar to Descriptive  
Letters Used in Elementary School

These letters are similar in type to those used for parents by the campus staff in summarizing the all-round growth of children. Here again comes an opportunity to use with students a tool of value to them in their own later work with children. Again they see implications more clearly because of an understanding of the use of the tool with themselves. . . . It was then suggested that since evaluation was more valuable when it was a two-way process they might themselves write letters of self-evaluation, and these could be exchanged at the time they received their own letters from coordinators. . . . Here are excerpts from one letter written by one student:

The student to herself:

It is about time I looked myself over and decided how well or how poorly I am suited to this profession I am so dead set upon. Only one short term to go, and I'll be ready to make my living in this world by teaching! Let's try to weigh my good and weak points and see how they look.

Perhaps the strongest point in my favor is that I enjoy teaching. . . . I like children. I enjoy studying them. I like to work with them. Almost as important is the fact that when I am with children they seem to like me. This is a good start.

But liking children is not enough. My experience as counsellor in the Herald Tribune Fresh Air Camp helped me to realize the importance of knowing about children—their backgrounds, how different each child is, what difficulties they have in adjusting to new situations away from home for the first time. . . .

I enjoy living. I find things about me interesting and alive. I think teachers need to enjoy living and to find many stimulating things around them so they can help children to get more fun in what they do.<sup>14</sup>

Regarding these letters, Kaske reports:

<sup>13</sup> *Ibid.*, p. 237-8.

<sup>14</sup> *Ibid.*, p. 239-40.

The job of writing these letters encouraged a tremendous amount of discussion in the group both in and out of class. The experience was particularly valuable in demonstrating to students that appraisal of an individual in descriptive form is far more difficult and thorough-going than the granting of a grade number or letter symbol. Their letters were truly personal evaluations of themselves and though immature in many respects, they were based upon the factors they had been helped to consider important to teaching. Their letters were for the most part found to be sincere, penetrating, and well done from the standpoint of objective self-appraisal.<sup>15</sup>

In addition to the cumulative record kept for each student throughout the professional sequence, the student himself keeps a record of his professional experiences during his four years of work. This record is illustrated on the following pages. One student's entry has been placed in each category to illustrate the type of material which might be included and the method of recording it.

Page 1

Name of Student .....

# RECORD OF STUDENT'S EXPERIENCES IN CONNECTION WITH THE FOUR-YEAR PROFESSIONAL SEQUENCE IN EDUCATION

## INTRODUCTION

Page 2

Students are to keep in this booklet a record account of laboratory experiences during the work of the professional sequence. Careful analysis of these records by students and staff will help provide variety and continuity of experience over the four years of teacher preparation.

The five headings for guiding the recording of these experiences have been selected on the basis of large understandings important for you to gain in the course of these years.

Asking yourself these questions before writing your records will insure more complete and accurate understanding of your laboratory experiences:

Under what heading shall I record the experience to cover most adequately the large understandings gained from it?

How can I make my records show clearly what I did, how I did it, and what I learned?

Asking yourself these questions after you have written these records will help you to judge your strengths and needs:

Does my record show that I have evaluated my own work?

Does my record show that I have noted points made by staff?

<sup>15</sup> Ibid., p. 240.

Does my record indicate a next step or direction for improving what I have so far done?

.....

## PERSONAL RECORD SHEET

Page 3

Date of Birth ..... Place of birth .....  
                     (month)      (day)      (year)                      (city)                      (state)

Home address: 1) ..... 2) ..... 3) .....

Local address: 1) ..... 2) ..... 3) .....

Telephone Number: 1) ..... 2) ..... 3) .....

Name and Location of High School Attended: .....

Study other than in High School:

I. *Social and Recreational Activities:*

- a) Instruments played .....
- b) Other music activities .....
- c) Dramatics .....
- d) Sports .....
- e) Club membership (past and present) .....
- f) Miscellaneous .....

II. *Special Interests and Hobbies:*

- 1) ..... 2) ..... 3) .....

III. *Chief Subject Matter Interests:*

- 1) ..... 2) ..... 3) .....

IV. *Types of Experience With Children:*

- a) Camp ..... b) Sunday School ..... c) Scouts .....
- d) Playground ..... e) 4-H ..... f) Care of Children .....
- g) Miscellaneous .....

V. *Type of Work You Have Done:*

## Professional Materials Owned

Page 4

List here the professional books and materials you own. Add to these from one semester to the next so that you and the staff may make best use of what you have.

## LIST OF PROFESSIONAL BOOKS OWNED

Author

Title

## LIST OF MATERIALS IN YOUR OWN FILES

(Describe sufficiently and make clear the type.)

Page 5

*Professional Reading Done During Participation or Student Teaching*

List here all professional reading done during participation or student teaching. This will give staff members a point of departure in discussing your work with you. Books, pamphlets, courses of study, bulletins, reference materials, including authors, titles, publishers and date of publication will help build for you a bibliography of value.

I. *Activities Leading to an Understanding of a Child*

Page 6

(Suggestions below do not pretend to be all-inclusive)

Records here would include:—detailed or brief case studies or running records of children; all contacts with cumulative records of health, behavior, absence, achievement or accomplishment of children; visits to homes, movies, libraries and other neighborhood and community agencies for purpose of observing and studying children; experiences with children in conversation, small groups at work and play, clubs, recreation, noon hour, playground; all conferences which help you gain a background of information about a child or a group of children; experiences in working with individual children providing opportunity for better understanding of children; any other experiences which help you to gain further insight of a child, a group of children, and their special growth or development needs.

## Sophomore Student

"Our conference today was on records. Went over all charts on which group activities are kept for each day. Record in office of each child; aids teacher in seeing past achievements and present adjustment needs of children. Copies of letters home to parents kept also. Card file kept in room by teacher of each child, reactions to others, objective description of incidents and reactions. I am to help with these for the two children I am studying."

II. *Activities Leading to an Understanding of the Curriculum and Its Adaptation to the Needs of the Child*

Page 7

(Suggestions below do not pretend to be all-inclusive.)

Records here would include:—discussing, examining, or analyzing courses of study; getting an overview of any area of the curriculum from campus school instructor, principal or special teacher; discussing, planning or evaluating a program of work for a day, a week,

or a year in terms of a particular age level; discussing, selecting, organizing or evaluating materials or equipment of an audio-visual nature; planning or evaluating the physical arrangement of a room, a playground or a school plant; participating in faculty conference on any of the above; any other experiences which contribute to your understanding of the curriculum, its content and organization in terms of children and their special growth or development needs.

#### Junior Student

"Participated in evaluating and rearrangement of equipment in the room. Miss L. is planning to start a new unit in the social studies. Told us first about social studies content through the 5th and 6th grades and helped us to see how health and science had played an important part in work so far. Then we examined the state syllabus and she went over plans for next week. My part is to help plan for a frieze in history of land transportation. Am to see Miss T. to get some help in art, and in selection of pictures helpful to these children. Am to discuss it with committee of children and record their suggestions."

### III. *Activities Leading to the Understanding of Teaching Techniques and Procedures* Page 8

(Suggestions below do not pretend to be all-inclusive.)

Records here would include:—all experiences in which you have the responsibility for techniques of working with children, content or materials; responsibility for techniques in planning, organizing, carrying out or evaluating long-time, short-time lesson plans; experiences in teaching any of the content or skill fields; techniques of routine in carrying out a lesson or a day's work; techniques for planning and helping children carry out study work such as seat work, home work, library work or other activities of this type; techniques in planning for special needs of individuals; techniques of control in working with a child or group of children; responsibilities for planning, carrying through or evaluating work with slides, films, trips, assemblies, clubs, recess, playground, bathroom, lunch and other experiences of this type; responsibilities in caring for milk money, war stamps, requisitions, or inventories; any other experiences which help you to understand the problems of techniques as they contribute to child growth or development needs.

#### Junior Student

"Taught spelling for three days. Conference about what work was to consist of each day. Read McKee and Dolch on spelling. Made a plan for each day's work. Campus school instructor went over it each day. First day not complete enough. Second day had to give more help in study of difficult words. Helped me

understand ways of pointing out hard spots. Gave test third day. Children had improved, but I need to plan better for slow children who have difficulty in spelling."

IV. *Activities Leading to an Understanding of the Community*

Page 9

(Suggestions below do not pretend to be all-inclusive.)

Records here include:—experiences in studying a community or neighborhood in order to better understand its resources, its agencies, its attitudes, its problems, or its general education program; experiences with agencies of attendance, health, recreation, welfare, church, club, library, court; opportunities for enriching school curriculum through using with children, libraries, museums, business, industry, and other such facilities, attending and participating in functions of adult community interest, as parent meetings, parties, socials, political meetings; any other activities that help you to gain an understanding of the community and so better provide for child growth and development needs.

Junior Student

"Helped serve tea at mothers' meeting. Met many mothers. Talked with one or two of them. Mrs. F. introduced me to group. Need to work to get over feeling embarrassed when introduced in that way. Sat in on discussion of plans for noon-hour lunch, and mothers' responsibilities for helping with this. Did not dare contribute, though I think I had a good idea. Maybe I will next time."

V. *Activities Leading to an Understanding of Local School or State Regulations*

Page 10

(Suggestions below do not pretend to be all-inclusive.)

Records here would include:—experiences in working with principals, superintendents, special teachers or custodial staff for purpose of getting an overview of school plant, its regulations, its organizational program, and its schedules; responsibility for routines and required standards of ventilation, lighting, heating; responsibility for care of sanitation of lunchrooms, halls, bathrooms, drinking fountains; keeping of register; assisting with routines of health examinations and health records; becoming acquainted with bus regulations for safety and health; planning for safety measures on trips, in gymnasium, in halls, in school room, on playgrounds; helping to supervise safe dismissals, including understanding regulations of patrol boys at streets and corners near school; any other regulations helping you to understand values of safety and welfare of child growth and development needs.



## Sophomore Student

"Took two children to nurse's office to get permit to enter school after absence with measles. Observed nurse inspect children and read their health records. Nurse discussed with me present measles epidemic. Told me of regulation for having doctor's O.K. before entering."

The "Student's Record of Professional Experiences" is kept by the student throughout the professional sequence. He carries it with him to the laboratory teachers with whom he works. Material in it may serve as the basis for conferences with coordinator or with campus school teachers. As noted earlier, it is kept in loose leaf style so that the student may add to it whatever seems to be of value to him. Many records include studies of individual children, detailed plans for work with children, suggestions gained from conferences, illustrative materials, and self-evaluation. Students find these records so valuable that recently some of them asked to have them sent to the superintendents or supervisors in schools where they were to teach for their first year. They felt material in them would help those persons to understand them and might also serve as a basis for conferences as part of in-service education.

Attention is called to these features of the process of recording and evaluating used in the foregoing example:

1. Recording and evaluating is a *cooperative* process, students and staff participating in gathering data, recording data, and in evaluating the growth of the student as indicated by the data.
2. Recording and evaluating is a *continuous* process, beginning with the freshman year and continuing through to graduation of the student, and in many cases being employed in follow-up activities with beginning teachers in service.
3. Recorded data actually function in the guidance program. Such material is located where it is most accessible to those who need it at a given point in the student's program.
4. College teachers of both professional and general education and campus school teachers contribute to the process of recording and evaluating and there appears to be integrated effort on the part of all those concerned.
5. The record form is suggestive yet general enough to provide for individual differences among students and staff and to permit creativity on the part of the persons making entries.

6. The process used is similar to that advocated for use with children and therefore provides firsthand experience to emphasize the important aspects of recording and evaluating the work of children.
7. The great variety of materials included demonstrates to students the value of gathering data from many sources in their effort to understand children.

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

It is evident from the data that member institutions of the Association recognize the importance of evaluation in professional laboratory experiences and the part that records can play in that process. Interesting and promising experimentation is going forward in a number of colleges. Critical study of this area by the various groups, the nature of the desired professional laboratory experiences, and factors recognized as affecting the learning process, suggest the following as guides in further developments in the area of recording and evaluating professional laboratory experiences.

1. That *evaluation is an integral part of the learning process*, both for the student as a learner and as a prospective teacher concerned with guiding children in the evaluative process.
2. That *many of the growth values sought*, both for the college student and for children, cannot be rated, but *are best evaluated through critical analysis of descriptive evidence of specific behavior and situations*. This calls for (1) the use of anecdotal and other types of descriptive records and (2) evaluation based upon such records and including specific evidence to support the indicated evaluation. Many of the values held most important for the teacher cannot be evaluated objectively. The single item or factor is often less important than the particular combination of elements or traits. Therefore, subjective estimates must be made increasingly objective through the use of specific evidence drawn from cumulative records.
3. That, as an integral part of the learning process, *evaluation is a continuous process to be developed cooperatively* by all persons guiding the student. As a continuous process, evaluation takes place when assignments are made to laboratory experiences, as the student reacts to those experiences both verbally and through participation, as the student and his advisers make plans for next

steps, and in a host of other ways. Periodically the student and his advisers will wish to make a summary evaluation of progress made.

4. That *the student should have an active part in recording and evaluating his growth and development*. No one is or should be more concerned with the growth of the learner than the learner himself. The evaluative process should be shared with him at all points and should be *so guided as to lead to self-evaluation*. Only as the student grows in power to be intelligently self-critical of his work will he continue to grow constructively when in service.
5. That *the evaluative process used with the college student should demonstrate the principles basic to helping children evaluate their work*. No experience, probably, is a more effective teacher regarding the types of records and evaluative processes important in working with children or youth than the college student's own experience in this area.

Some of the implications of the above concepts for the development of records and other evaluative procedures have been indicated in the experimental materials included in this chapter. How fully they implement these basic ideas and whether they are adequately directed toward the areas of growth significant in the development of the teacher are problems which merit study by student and staff groups. In this study consideration needs to be given to such questions as:

1. What are the areas of growth basic to the development of the intending teacher during the period of pre-service education?
2. Should growth in these areas be in terms of the extent of individual progress, potential promise of achievement, or in terms of the achievement of certain stated standards? Are there certain competencies that must be met by all persons who are to become members of the teaching profession?
3. Who should determine the degree to which the student has met the values outlined in answer to "2" above? Can the integrity of independent judgments be preserved if the judgments of several individuals are merged in a single evaluation? Should they be preserved?
4. How can the evaluative process best serve in placement and follow-up activities? How can and should records contribute to providing continuity in the pre-service and in-service education programs?

## CHAPTER VIII

### FACILITATING DESIRABLE PROFESSIONAL LABORATORY EXPERIENCES IN TEACHER EDUCATION

**P**RECEDING chapters in this report contain numerous illustrations of practices providing professional laboratory experiences in teacher education programs. While little attempt has been made to evaluate the various practices as they were presented, it undoubtedly has been obvious to the reader that some were more desirable than others. The quality of experiences provided for prospective teachers is not a matter of chance. Experiences of high quality are the result of careful planning and experimentation by groups and individuals within each institution and by representative groups from many institutions.

Planning and experimenting to improve professional laboratory experiences are dependent first upon the values and goals of the persons so engaged. In other words, staff groups and individuals usually have a more or less well-formulated conception of factors which contribute to high quality of experience. Consciously or unconsciously, these persons operate within a certain framework of convictions or principles—a framework that determines all choices of the means employed to realize values and goals. All means of facilitating high-type professional laboratory experiences—administrative structure of the college, methods of curriculum development, ways of coordinating efforts of different individuals and of various aspects of the college program, and facilities for making that program adequate in every way—are selected in terms of anticipated contribution to better professional laboratory experiences.

The purpose of this chapter is to analyze and describe certain factors which give evidence of facilitating desirable professional laboratory experiences. In order to make the discussion more meaningful, the principles presented and interpreted in Chapter I have been reviewed and the features of them most pertinent to the present discussion have been selected for re-emphasis at this point. This step is necessary as a basis for selecting the illustrations of means employed by various institutions to facilitate desirable professional laboratory experiences for prospective teachers.

### GUIDING PRINCIPLES IN THE DEVELOPMENT OF PROFESSIONAL LABORATORY EXPERIENCES

*Coordination of the many aspects within a given program is essential to the development of desirable experiences for students.* Professional education should be a responsibility shared by all members of the faculty, each contributing to the maximum development of the student. This can scarcely be done if each individual staff member sets up his own guiding principles and operates, accordingly, without relation to other staff members. An individualistic approach is likely to result in conflicting goals set up by different staff members; overlapping of content and experience in courses; inadequate use of resources; imbalance in the program; and disintegration within the student. To avoid the pitfalls of an individualistic approach, staff members and students must coordinate their efforts continuously. All those concerned must share in the process of developing basic guiding principles in a spirit of concern for reaching a common goal and must participate in the cooperative development of ways and means of putting principles into action.

*Professional laboratory experiences must be planned in terms of needs and abilities of individual students.* This belief is made explicit in a number of the principles discussed in Chapter I. To implement this concept requires several conditions. First of all, if the nature and extent of laboratory experiences are to be based upon individual needs and abilities, then procedures must be used to study continuously the status of the individual and to make resulting information available to all those participating in the guidance of that individual. Secondly, the program in a given institution must be flexible enough to permit adjustment of it to the needs and abilities of students. Thirdly, professional laboratory experiences must be planned in terms of a broad concept of the function of the school in a democratic society and be consistent with best current theory as to the nature of the learner and of the way he learns. Adherence to the principle of basing the selection and organization of experience on the needs and abilities of individuals would make imperative a number of significant changes in the total program of teachers in preparation.

*Adequate physical facilities must be provided.* If the nine principles advocated by the Committee on Professional Laboratory Experiences are accepted, it must be recognized that traditional physical facilities will have to be expanded. The variety of professional laboratory experiences in school and community suggested by the principles cannot

be had within the confines of a single school. Consider the principle stating that the professional program should be so designed as to afford opportunity for responsible participation in all the important phases of the teacher's activity, both in and out of school; the principle defining the importance of firsthand experience with children, youth, and adults in varied school, home, and community situations; and the statement that prospective teachers should have contacts with children and youth of differing maturity levels and of differing socio-economic backgrounds. If real implementation of such principles is to be made the number and types of schools used in the program will need to be increased. In addition, the resources of other existing facilities—service and welfare organizations, children's clubs, summer camps—must be tapped. Where facilities are not readily available, staff groups may need to consider initiating a cooperative effort to create them.

#### FACTORS FACILITATING DESIRABLE PROFESSIONAL LABORATORY EXPERIENCE

##### *Provision for Cooperative Curriculum Development*

As in curriculum development in all other institutions, it is important in the teachers college that provision be made for cooperative attack on problems. The committee revealed its bias in this direction by including in the questionnaire used in this study two items relating to cooperative development of the program of professional laboratory experiences. Responses of member institutions on the first of these items are reported in Table 25 following.

TABLE 25. *Cooperative Development of the Professional Program*

Participants	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
The professional program is cooperatively developed by faculty members working in the laboratory school and in the college:								
College and laboratory teachers discuss and cooperatively develop all policies pertinent to student teaching	18	16	33	28	10	18	28	29
Laboratory teachers work with the department of education on policies relating to student teaching	42	37	25	10	24	35	25	11
Laboratory teachers participate in the formulation of policies relating to college courses	10	15	33	40	8	10	25	37

\* For complete explanation of code see p. 146.

Out of 157 replies returned for the questionnaire as a whole, only 34

institutions reported on the elementary level and 28 on the secondary level that it is "uniform" or "general" practice for college teachers and laboratory teachers to discuss and develop cooperatively policies pertinent to student teaching. However, laboratory teachers commonly work with staff members in the department of education on policies relating to student teaching. On the elementary level, 79 institutions reported this to be "uniform" or "general" practice while on the secondary level 59 indicated this particular evidence of cooperative curriculum development to be "uniform" or "general." On the other hand, it is only in a few cases that laboratory teachers participate in the formulation of policies relating to college courses.

These data would seem to indicate that in many teacher education institutions various aspects of the program are allocated to departments or to individuals and that there continue to be rigid lines dividing these responsibilities. The data substantiate the impression that professional education is allocated to the department of education and to the laboratory school staff. Among the individuals in these two groups there is some cooperative work in developing professional aspects of the program. The replies on this section of the questionnaire give further evidence of a fact noted earlier, namely, that college teachers outside the department of education take little responsibility for the planning of professional laboratory experiences.

There are exceptions to this statement, however. In a number of institutions staffs are exploring ways and means of providing for better coordination among the various groups involved in planning curriculum patterns. Experimentation in cooperative curriculum development appears in various forms, no two institutions taking the same approach. Illustrations of three types of such exploration follow. They do not necessarily represent the best practice. Attempts to coordinate the work of an entire staff must be made within the framework of a given situation. Therefore, what is desirable in the first example for the college involved may not be good for another college. The brief descriptions are intended to be suggestive.

The organizational set-up at one state teachers college in itself facilitates an integrated approach to curriculum development.<sup>1</sup> At that institution every instructor in the field of general education also carries a corresponding responsibility for professional education. For example, a member of the staff of the English department may teach such a

<sup>1</sup> State Teachers College, Montclair, New Jersey.

course as *American Literature* in the general education field and at the same time supervise students engaged in the *Junior Practicum* or in student teaching in a cooperating public school. These two aspects of the college program are coordinated by a Department of Integration. Members of that department teach professional education courses of a general nature as well as share with subject specialists the responsibility for supervision of given student teachers. Because of their special responsibility for bridging the gap between general and professional education, members of the Department of Integration take the leadership in policy formation in the area of professional laboratory experiences. However, all such policies are developed cooperatively with the entire staff—a staff that consequently is in a much better position to contribute to such a cooperative enterprise than is the typical college faculty whose policies are developed by individual or departmental action.

A second teachers college affords another example of integration through organization.<sup>2</sup> During the last two years of the four-year program, from eight to twenty students are grouped together to work with children under the guidance of a designated coordinator. It is anticipated that each such group will, on different occasions, find use for various resource persons available to help them. Included in the list of such resource persons are: college teachers, specialists in and outside the college, laboratory teachers, parents and other lay persons, administrators in and outside the college, teachers from outside the college, and students in and outside the college.

In the *Handbook for Student-Teachers* of another college the faculty has stated its position on the matter of integration of experience in subject-matter areas and in student teaching in the following terms:<sup>3</sup>

The chief means of integrating all phases of the work are conferences and faculty meetings. . . . Many other methods are used in the elementary school curriculum. An obvious means of coordinating subject matter with student teaching is the professionalized courses taught by members of each subject department. Sometimes the teachers of the courses are invited by supervising teachers and student teachers to observe students, whom they have trained, teach particular lessons in their respective fields. Another method of coordinating subject matter and student teaching is the program of curriculum building in the elementary school "in which subject specialists participate." . . . A third means of integration is found in the way in which student teachers go

<sup>2</sup> State Teachers College, Willimantic, Connecticut.

<sup>3</sup> Miner Teachers College. *A Handbook for Student Teachers*, Warwick and York, Inc. Baltimore, Maryland, 1940, pp. 43-45.



to subject-matter teachers, as specialists, for advice in finding unusual materials of instruction in a particular subject field. . . . An effort is made to have all subject-matter instructors, as well as those teaching professionalized courses, keep in close touch with the student teachers by visiting to note how well the subject matter taught in their college classes is functioning in enriched teaching in the grades.

A bulletin sent out weekly from the laboratory school gives the subject matter teachers a very clear idea of just what is going on at the laboratory school for that week. Some of the subject teachers even meet in the education seminar which convenes once a week, in order to answer questions regarding their respective fields. . . . subject-matter instructors often help with student teaching by the very organization of their college courses; by having a materials bureau in connection with their college classes . . . ; by giving their students examples of a college teacher studying his students as prospective teachers, in turn, are to study their pupils; and by bringing into the college classes important community enterprises and having college students cooperate in carrying them out. . . .

In the junior high school curriculum the teachers of the professionalized courses in the major and minor fields are the major means of integration of subject matter and student teaching. These teachers are also the college supervisors in the junior high school. But most advantageous for the type of integration considered here is the fact that these individuals, who are teachers of the professionalized courses and college supervisors of student teaching in the junior high school, are also members of the subject departments of the college and, therefore, the teachers of cultural and academic courses in the respective fields. . . .

A second means of facilitating integration is in the monthly meetings of the Committee of Junior High School Supervisors. This group . . . meets to coordinate efforts and policies of the various departments with student teaching. . . .

Occasionally instructors of subject-matter classes invite supervising and cooperating teachers to lead the discussion in a class as it works on a college unit of subject matter.

The foregoing illustrations contain several suggestions for facilitating cooperative curriculum development:

1. That professionalized courses be taught by members of subject-matter departments.
2. That subject-matter teachers participate in curriculum development in laboratory centers.
3. That subject-matter teachers visit student teachers in laboratory centers and share responsibility for supervision of student teaching.

4. That laboratory school staffs keep other college staff members informed of activities in the laboratory center.
5. That subject-matter teachers participate in the education seminar.
6. That subject-matter teachers exemplify good teaching procedures in their own practice.
7. That supervising and cooperating teachers participate in college instruction.

Which of these or other means of facilitating cooperative curriculum development are used is a matter contingent upon the general administrative organization of the college and the particular interests and qualifications of individual staff members. Not all teachers need to work in all of the ways indicated. Much, however, can be done to make professional laboratory experiences an integral part of the student's total curriculum if the staff as a whole studies ways and means of bringing about closer relationships and if each member of that staff considers ways in which he can make his best contribution to the cooperative enterprise.

*Provision of Needed Personnel and Time for That Personnel to Operate Effectively*

Wherever a program is based on the needs and abilities of individuals there must be sufficient personnel to insure careful study of individuals and adequate conferring with individuals. For example, in the secondary education program where one laboratory teacher often has as many as ten or twelve student teachers working with him at the same time it is impossible for that teacher, also responsible for four or five groups of high school students, to give the amount of time and energy needed to study and guide each individual student teacher. Such a high school teacher could work with no more than three or four students if he were planning appropriate experiences with each. Obviously, to cut down the number of student teachers with whom one laboratory teacher can work effectively would necessitate increasing the number of laboratory teachers.

Moreover, if laboratory teachers are to participate in cooperative curriculum planning on the college-wide basis, as well as within those special aspects of the program with which they are primarily concerned, they must be granted the time required to engage in these activities. Laboratory teachers cannot be expected to carry what is considered a heavy load for an elementary or secondary teacher and,

in addition, supervise several student teachers, guide other professional laboratory experiences, and participate actively in the college program. Somewhere within these responsibilities the load of the typical laboratory teacher must be decreased. This may mean additional personnel in the laboratory school, or it may mean reallocation of responsibilities among college and laboratory teachers.

An interesting experiment is being undertaken at one state teachers college in an attempt to decrease the load of the laboratory teacher and make more of his time and energy available for effective guidance of students and participation in the college program.<sup>4</sup> The teaching load of these teachers is being decreased to match that of college teachers. One technique being tried is that of having a number of special teachers within the laboratory center take responsibility for given groups of children during designated hours of each day, thus relieving the classroom teacher for study, committee work, guidance of students, and participation in college classes. Some believe this is not a desirable step because it may decrease the effectiveness of the laboratory teacher with his class group. Nevertheless, it is an experiment worthy of observation and follow-up.

Another point to be considered in providing adequate personnel and time for that personnel to operate effectively is the actual development of the curriculum in the laboratory center itself. In public education at the present time there is much discussion regarding democratic participation in the development of a program for children and youth. It is recognized that if teachers are to participate fully in such a democratic process they must be granted some time within the school day or school year in which to work in this direction. Now, if it is desirable that laboratory centers exemplify the best programs possible for pupils, then laboratory staffs must also have the necessary time to engage in continuous, cooperative study and revision of the curriculum of the laboratory school.

Nor is the laboratory center the only place in the college where additional time and energy are needed to improve professional laboratory experiences. The size of the personnel of many colleges does not permit the type of coordinated effort suggested by this study. Still another point to be considered is the load of college teachers. According to the principles governing the study college teachers are expected to

<sup>4</sup> Those interested in detailed information on this experimentation may write to Dr. Dwight Curtis, Director of Teacher Education, State Teachers College, Cedar Falls, Iowa.

do much more than teach four or five college classes per week. They are expected:

1. To exemplify good teaching procedures
  - a. by continuously studying those students with whom they work,
  - b. by keeping alert to all that is going on around them and using information gained in their college instruction,
  - c. by engaging in continuous revision of their methods of teaching through experimentation and study of psychology, philosophy, and the best current practice.
2. To engage in cooperative study of the college program and in planning for improvement of it.
3. To coordinate their efforts with other staff persons through inter-visitation, through follow-up of students in professional laboratory experiences and in-service teaching, and through participation in an adequate guidance program.

As in the case of the laboratory teacher, such responsibilities simply cannot be added to the normal load of the college teacher. Ways must be found to lighten the load of individual college teachers so that they may have time to engage in those activities designed to improve professional laboratory experiences of prospective teachers under their guidance. It is not enough to add to the staff one or two persons whose responsibility it is to provide better guidance for students and to assist in the coordination of the entire program. This procedure does not fill the need. If real coordination in the program is desired, responsibility for it must be shared by all those participating in the program. In other words, the normal load of the college teacher must include time for such activities as individual study and experimentation, visiting in laboratory centers regularly, conferring with students, and making follow-up contacts in field situations where former students are teaching. Making provision for such activities does not always mean an increase in staff personnel. In a number of situations the more basic need is one of making a different use of staff time, of sloughing off activities that have outlived their usefulness or that no longer serve purposes for which they were designed. Too often modification of the curriculum or of staff time tends to add new elements without discarding those no longer pertinent.

As a final point, it is recognized that any teacher working with a group of students on any level who plans with and for those students

in terms of their needs and abilities cannot carry the load in numbers of students which was characteristic of a program planned in advance. Similarly, the college teacher who shares responsibility for the guidance of students in professional laboratory experiences and who bases his college instruction on the needs and abilities of students cannot carry the student load which is typical in a number of teacher education institutions. To work effectively with individual students he must have fewer students in order to have the time and energy required to know them as persons and to understand their professional possibilities as a basis for guidance and instruction.

In connection with the preceding discussion related to provision of personnel and time for that personnel to operate effectively, it is well to look at the data in Table 26.

TABLE 26. *Intervisitation by College and Laboratory Teachers*

Nature of Intervisitation	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
College and laboratory teachers carry on a program of intervisitation as a means of more closely relating their work:								
1. College teachers visit the laboratory school at any time and for a variety of purposes	25	22	50	17	14	20	41	17
2. College teachers visit the laboratory school to see their major students during student teaching	16	14	36	27	5	14	37	24
3. Laboratory teachers visit college classes at any time and for a variety of purposes	4	5	37	45	4	3	34	36
4. Laboratory teachers participate in college classes on call	19	19	45	19	13	15	35	24

\* For complete explanation of code see p. 146.

According to the data presented in Table 26 intervisitation by college and laboratory teachers is not a common practice. It must be admitted that in many institutions this is attributed to lack of cooperation on the part of college teachers, to status barriers between college and laboratory teachers, and to a number of other factors. Might it not be well to examine the real causes for this existing condition? Could it be that personnel in either or both cases do not have the time and energy required for this activity in addition to the heavy loads they already carry? If this is the case, and there is evidence to support a belief that such is the situation in many institutions, would it not be desirable to make a study of the load of each college staff member and as a result reallocate certain responsibilities, eliminate some activities, and add personnel to care for additional obligations?

*Provision for Continuous Professional Growth of Entire College Staff*

Members of every profession need time to engage in activities which improve their ability and skill to operate more effectively. Doctors need time to read professional journals, to attend professional meetings, to participate and contribute to professional organizations, and to engage in advanced study. Lawyers need time to study test cases, to read professional literature, to keep up with the needs of the day, and to attend meetings of the bar association. Similarly, teachers, on every level, need time to read professional literature, attend and contribute to professional conferences of many types, and to participate actively in professional organizations. While these are worthwhile and necessary activities for the teacher who wishes to improve himself continuously, they are by no means the extent of activities which should be provided for continuous professional growth. Numerous other activities are important for all members of the teaching profession. The following discussion of provision for continuous professional growth of the entire college staff is based on the assumption that, of those activities desirable for all teachers, some are peculiarly important for staff members in teacher education institutions and that, in addition to these activities, there are others which have special significance for teachers college staff personnel.

**OPPORTUNITY FOR PROFESSIONAL WRITING.**—For those staff members who can and are interested, time must be provided for writing. The attempt to elaborate in written form convictions regarding the total teacher education program, or any aspect of it, may do two things for the writer: it is likely that his convictions will become more clear to him in his attempt to elucidate them for his reader, and it is probable that through his writing he may gain fresh vision as to possibilities for implementation of his convictions. The staff member who profits in these ways from writing is a better staff member because of it, and therefore has grown professionally. In addition to his own growth, he has engaged in an activity which has the possibility of contributing to his colleagues' understanding of him and his ways of working. Professional writing done by a college staff member is not usually designed for the purpose of sharing and interpreting his convictions to his co-workers. It would seem desirable to consider the possibility of encouraging staff members to put in writing their beliefs regarding issues being discussed or descriptions of practices being used for the purpose of sharing these with the entire staff. In other words, such writing would have value even if not done with the intention of publishing it for a wide audience.

Another type of professional writing which offers much opportunity for growth of individuals is cooperative writing by groups. For example, in the process of planning a revision of one professional curriculum groups of staff members and students, at various stages, prepared in mimeograph form statements of their beliefs. These written statements were then used as a basis for discussion and were revised from time to time. It has been pointed out earlier that it is desirable for effective coordination of a program to have staff members operate within a framework of accepted principles. In moving toward acceptance of common principles it is sound procedure to have groups and individuals share their thinking on issues in written form so that greater understanding by all may result.

**OPPORTUNITY FOR EXPERIMENTATION AND RESEARCH.**—While there are a number of reasons why all teachers should have opportunities to engage in experimentation and research, for the teachers college staff members there are two special reasons. The first of these is that, as a member of a staff preparing teachers, he should be exercising leadership in education. To this end, every staff member should be arriving at new conclusions from time to time, making fresh discoveries in ways of working, and contributing to the body of knowledge concerning the teaching profession in his special area.

In the summer of 1944, an enterprising young staff member of a teacher education institution conceived the idea (for him, a new concept) of taking a group of students on an extended field trip. His area of specialization was social science. He planned the trip to experiment with the idea of providing direct experience for students in the study of a selected geographic area of the United States. During the trip, it was planned, students would concentrate on the history and geography of the area covered. In the summer of 1947, a field trip of a different nature was planned. This staff member had learned through experimentation not only that the field trip was an effective technique in learning, but that a field trip, as such, had many more possibilities for learning than he had previously conceived. This time, not only he but a member of the physical science department and a guidance specialist would be on the staff. This time they would not deal exclusively with the history and geography of an area but they would deal with the total culture of the area. This time, they would not depend upon doing all their planning on the way but they would meet in a planning conference four days prior to beginning the actual trip. These are only a few of the numerous improvements made in the procedure through an experimental approach. To make such experi-

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mentation possible, college staff members must have the freedom, time, and facilities required. Staff members from several other institutions conferred with this instructor regarding results of his experimentation and as a result have given more time and thought to the possibilities of this method of instruction. In other words, this young staff member exercised leadership in developing better ways of working in professional laboratory experiences.

A certain staff member in another institution felt considerable dissatisfaction as he observed his former major students teaching during their first year in service. In conferences with them he was able to isolate two rather universal difficulties—students had not had experience in learning how to deal with persons of differing points of view and they did not feel that their experience in student teaching had given them a fair picture of the problems of teaching. This staff member set up a plan for experimenting with new methods of teaching in his own college classes and with provision for additional professional laboratory experiences for his students. As a result of his interest and experimentation in this area the entire college staff undertook a study of the effectiveness of their program and took steps immediately to remedy some of the more common difficulties.

The second reason why members of teachers college staffs should be engaged in experimentation and research is that every staff member has an obligation to help students see practical applications of theory. Unless staff members actually participate in experimentation with theory in practice they are not fully equipped to share this responsibility. The staff member who is advocating a special method for teaching social studies in the junior high school is obligated to experiment with that method with junior high school students, directly or indirectly, so that he can discuss it with conviction and offer concrete illustrations of the application of principles. The staff member who is promoting a theory for dealing with certain handicapped children has the responsibility of experimenting with that theory in practice. This does not mean that he must be responsible for a group of children with whom experimentation of his theory is being made, but he must be in close touch with the concrete situation and follow through the application of his theory. Only with this background is he capable of making such theory real to his students.

**OPPORTUNITY FOR DIRECT CONTACT WITH REPRESENTATIVE SCHOOLS.—**It has been implied in the preceding section on opportunities for experimentation and research that it is important for instructors in teachers



colleges to keep in close touch with representative schools. Two kinds of activities in which staff members frequently engage bring them into direct contact with many schools. They are those activities related to a recruitment program and those related to a follow-up program of a given institution. In some instances, these responsibilities are assigned to one or more designated persons on the staff. Since both activities have considerable merit in providing opportunities for professional growth of staff members, it would be desirable to spread such opportunities among all members of the staff. The staff person who succeeds in combining recruitment activities with a study of schools in the service area of the college and the needs of teachers in those schools may thereby improve his teaching and guidance of students who are recruited. A program in which all staff members share responsibility for bridging the gap between pre-service and in-service teacher education provides many opportunities for professional growth of staff members through contact with graduates during the early years of their professional career. The information gained through working with teachers in service should feed back into the improvement of the pre-service program. Such contacts with representative schools in which graduates are teaching may be made through visitation and conferences of a rather informal nature. They may also be part of a research program of the college staff interested in evaluating and improving curriculum offerings. Regardless of the special nature of such direct contacts, if used properly, they should be one means of providing for professional growth of college staff members.

Participation in recruitment and follow-up programs is only one of the many desirable procedures which might be used to afford staff members direct contact with schools. Other possibilities are being explored currently. For example, the practice of using college staff specialists as consultants in programs of curriculum development in public schools is now widespread. Workshops organized and conducted in the local setting, but affiliated with teacher education institutions, are becoming increasingly common throughout the country. A development which appears to have many possibilities for professional growth of both pre-service and in-service educators is that of cooperative research and experimentation engaged in jointly by a college staff and a local school system staff.

The suggestions for providing for professional growth of the entire college staff mentioned in this discussion are not intended to be inclusive. Provisions which might be made are numerous and varied.

Opportunities for professional writing, for experimentation and research, and for direct contacts with representative schools are only three of many opportunities which might be planned and provided for all college personnel. It must be recognized, however, that college staff members cannot be expected to take advantage of these opportunities unless provision is made for them in planning the college program. It cannot be expected that college teachers will add these responsibilities to their already crowded programs. Such activities must be considered a part of the normal load of every college instructor and time must be allocated for them.

### *Removal of Barriers to Adequate Participation on Part of All Staff Members*

Traditionally, a serious status barrier has existed between college teachers and laboratory school teachers in the teacher education institution. Several factors in the organization and administration of teachers colleges have tended to increase this barrier. At one time laboratory school teachers were not expected to have the amount of education and experience required of college teachers and, therefore, were not granted either the salary or rank of college teachers. Laboratory teachers were not expected to be informed concerning the professional education of teachers nor to be specialists in any area beyond that required of a good teacher of children or youth. Laboratory teachers were frequently considered less "academic" and more "method" minded while college teachers were considered to have extended knowledge in areas of specialization. These and other factors accentuated a feeling of status position on the part of college teachers and a feeling of inferiority and often rebellion on the part of laboratory school teachers.

Data regarding the present status of laboratory teachers in teacher education institutions are presented in Table 27. Two facts are revealed in the table. First, laboratory teachers, in the great majority of institutions reporting, are voting members of the faculty and share committee assignments of the college. Second, college faculty members infrequently share committee assignments of the laboratory school. While these data would seem to indicate that desirable steps have been taken to decrease the status barrier between laboratory and college teachers, it appears that the path between laboratory centers and other college buildings is traveled more frequently by laboratory teachers than by college teachers.

TABLE 27. *Status of Laboratory Teachers on the College Faculty*

Status	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
The administrative organization of the college contributes to co-operative relations and an integrated program:								
Laboratory teachers rank as voting members of the faculty	95	0	3	16	73	4	1	21
Laboratory teachers are a separate faculty and attend college staff meetings only upon invitation	17	8	3	64	18	6	3	46
Members of the college faculty share committee assignments of the laboratory school	17	14	41	33	12	12	29	33
Laboratory teachers share committee assignments of the college	56	27	18	17	43	25	14	18

\* For complete explanation of code see p. 148.

The removal of status barriers alone does not provide for adequate participation on the part of all staff members. Barriers existing between laboratory teachers and college teachers represent only one of the factors operating to impede coordination of effort. Similar barriers frequently exist between education departments and subject matter departments in an institution and between individuals within a given department. The removal of such barriers cannot be accomplished entirely through equalizing rank and salary, important as those steps are. The problem will be resolved finally only as human relationships among the entire staff rise to a high level. This process will be facilitated by new ways of looking at people and new ways of working together. There must be an atmosphere of mutual confidence and respect. The expectation must be that any individual may produce some sound ideas and some unsound ones. All ideas, no matter what their source, must be given real consideration and all staff members must have well-developed skills of pooling, weighing, and selecting ideas useful for the problems at hand. College leadership has the responsibility for setting these expectations and helping staff members to develop these skills.

### *Provision of Adequate Physical Facilities*

**USING CAMPUS AND OFF-CAMPUS SCHOOLS.**—The school is the most significant laboratory for prospective teachers. The advantages to the teacher education program of maintaining a college laboratory school cannot be overlooked. The principles governing professional laboratory experiences, discussed in Chapter I, call for close coordination of the

college program and laboratory centers. They suggest that experiences in such centers should be an integral part of the total program. They make necessary a sharing of responsibility and a coordination of effort on the part of all those working in the college and those working in laboratory centers. It has been pointed out repeatedly in the present report that the job of planning for and guiding students in professional laboratory experiences is one which should be cooperatively shared by all college personnel. The opportunities for implementing these ideas in programs of teacher education institutions would seem to be greater where the most important of these laboratory centers, the school, is an integral part of the college; where the staff personnel of the school is part of the college personnel; where the responsibility for developing the curriculum of the school is shared by the entire college faculty; and where provision for planning the unique function of the school in the teacher education program is made jointly by the college and the school staffs. While it is not impossible to build such cooperative relationships with off-campus schools, it is a recognized fact that the farther removed from the campus such centers are, the more difficult it becomes to provide real coordination of the school and the college.

Many of the professional laboratory experiences suggested by the committee are of such a nature that they must be scheduled within short periods of the school day. For example, if provision is to be made for laboratory experiences as a part of professional and academic courses during the entire pre-service program, it is obvious that at certain stages in the four-year program students will have only a limited amount of time to devote to these activities. The campus laboratory school, by reason of its central location, makes it possible for individuals or groups of students and staff members to take advantage of an hour here and an hour there in their full schedules to be in the laboratory school. Further, greatest value is gained through these experiences only when the staff members of both the school and the college can have the advantage of sharing information and experience regularly. Where the school is located some distance from the campus this sharing becomes a difficult time problem.

It must be recognized, however, that not all the professional laboratory experiences considered desirable for students in teacher education institutions can be had in a single school. This is true for two reasons. No one school can offer the variety of experience needed, and it is unlikely that the staff of any one school could carry the load of pro-

fessional laboratory experiences for all students preparing to teach while still maintaining a desirable educational program for children.

Regarding the first of these reasons, a few comments are in order. Often the laboratory school used (on campus or off campus) is not a representative school in the sense that it has pupils from a variety of socio-economic backgrounds and of differing intellectual abilities; in some cases the children attending do not live in the community in which the school is located. Even in situations where the laboratory school has these characteristics, it is still inadequate to meet the needs of all students for professional laboratory experiences. Such a school cannot demonstrate to students a variety in types of organization and administration. It does not usually illustrate a variety of points of view on the curriculum. Generally it does not provide students with experiences in dealing with opposing points of view. Frequently it does not approximate in physical plant and equipment schools into which students will go as teachers.

The second of the reasons offered is that a single staff cannot carry the load which would be imposed if professional laboratory experiences of the quality and in the amount deemed desirable by the committee were provided for all students. This fact is well illustrated in many institutions. For example, in making a study of the professional laboratory experiences provided in one teachers college program it was discovered that the period of student teaching on the elementary level was confined to one hour a day, five days a week, for one semester. In discussing the adequacy of this experience, the director of teacher education frankly admitted that he was responsible for the plan. He stated his reasons somewhat as follows: "It is a matter of making choices. We can keep our students in our own school and be sure they are getting the kind of guidance they need or we can send them out to other schools and not be confident that they are having the kind of experience we know they should have. We believe that quality of experience is more important than quantity and therefore we have made the choice of providing less time for student teaching and keeping the students in our laboratory school. It would be impossible to provide more than one hour a day for the number of students we have. As it is, there are four or five student teachers in some classrooms during the course of one day."

In stating his position on amount of time provided for student teaching in the elementary program, the director also highlighted the issue being discussed at this point. Few educators would take excep-

tion to his statement that quality of experience is more important than quantity. Many persons in teacher education institutions would disagree with the solution he chose to employ in planning the program. Those persons would believe that other school facilities should and could be developed. The Committee on Professional Laboratory Experiences takes this position also, believing that adequate school facilities must be found to provide both the amount and kind of experiences needed by all prospective teachers. The committee believes that the college laboratory school is the most important of all the facilities used for professional laboratory experiences in the teacher education program. However, they would urge (1) that staffs and students explore the nature and extent of use made of such schools and engage in study and experimentation to discover how the school might function more effectively in the total program; and (2) that facilities of other schools and educational agencies be employed in addition to those of the college laboratory school.

The data from the questionnaire offer evidence that the position of the committee regarding the use of a variety of schools as laboratory centers is accepted and applied in many institutions. Table 28 presents data showing the types of schools used by member institutions for professional laboratory experiences.

TABLE 28. *Types of Schools Used for Professional Laboratory Experiences*

Types of Schools	Elementary	Secondary
College controlled only	50	33
Affiliated schools only	42	56
Both	47	17

The questionnaire also gives some information about the nature of the activities carried on in the various types of schools. Institutions reported in terms of three possible uses of the centers employed, as indicated in Table 29. This table further confirms the fact that while the campus school is the most commonly used of all types of laboratory centers, a large number of institutions also use affiliated public schools, and some use both types.

The characteristics of schools used as laboratory centers for student teaching are clearly revealed in Table 30. It should be recalled that the principles set out by the committee suggest that prospective teachers should have opportunities to work with children and youth

TABLE 29. *Uses of Various Centers*

Types of Schools	Observation		Observation and Participation		Student Teaching	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
1. Campus	26	15	64	66	91	66
2. Affiliated public	21	13	65	38	67	60
3. One room rural	13	1	29	1	32	2
4. Rural consolidated	8	1	21	12	31	20
5. Urban elementary	20	3	50	3	60	9
6. Urban secondary	4	14	6	48	6	58

of varying intellectual and maturity levels and of differing socio-economic backgrounds. It was previously pointed out that laboratory schools should be representative of the kinds of schools into which students go as beginning teachers.

TABLE 30. *Nature of Schools Used as Laboratory Centers for Student Training*

Nature of Centers	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Student teaching activities (other than observation and participation) include work with:								
1. Rural school and community situations	17	15	29	19	14	6	21	27
2. Urban school and community situations	53	23	12	7	43	21	13	8
3. Economically under-privileged groups	5	8	24	22	4	8	19	17
4. Middle or upper socio-economic groups	14	18	9	18	11	17	9	15
5. Mixed socio-economic groups	57	31	5	4	45	29	5	3
6. Largely native born	57	27	5	4	47	23	5	3
7. Mixed nationality origins	44	18	12	15	30	18	10	13
8. Mixed religious faiths	64	23	2	3	51	20	4	5
9. Mixed racial origins	20	16	19	25	17	15	14	22
10. Nursery-school kindergarten groups	61	16	15	20	8	1	7	31
11. Early childhood groups	79	22	8	1	10	1	6	27
12. Later childhood groups	65	22	9	2	21	13	12	11
13. Youth groups (the high school adolescent)	10	3	6	23	62	18	3	3
14. Intellectually privileged groups	5	6	21	23	3	5	19	20
15. Mixed ability groups	74	25	2	2	63	18	2	2
16. Handicapped and retarded groups	5	4	31	25	7	2	26	18

\* For complete explanation of code see p. 146.

The general trends indicated in these data are encouraging. As can be seen, a wide variety of plant facilities is used. Relatively few of the schools used have a selected population group. Certain questions are raised, however. The majority of schools are in urban centers, a number quite out of proportion to the individuals who actually begin their teaching in that type of school. It might be noted also that in

most cases professional laboratory experiences are confined to the level of the school in which the student is preparing to teach; that is, elementary or secondary.

Further information regarding the use of the school as a physical resource in student teaching is presented in Table 31.

TABLE 31. *Physical Resources Used in Student Teaching*

Physical Resources	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
<b>Physical resources used in student teaching</b>								
1. Types of schools used:								
a. One room schools	16	6	14	27	0	0	6	29
b. Rural consolidated	19	5	16	22	6	6	16	11
c. Urban elementary	79	19	6	5	18	10	6	9
d. Urban secondary	15	6	4	20	68	17	7	5
2. Plant facilities used in student teaching								
a. School or classroom library	104	21	0	0	97	17	2	2
b. Playground	97	7	11	0	58	9	25	5
c. Auditorium—assembly	83	19	19	4	67	19	18	2
d. Gymnasium	71	17	23	5	52	18	31	5
e. Cafeteria or lunchroom	46	16	24	23	36	9	28	21
f. Arts and crafts laboratory or studio	48	14	35	9	38	11	51	15
g. Science laboratories	31	14	48	11	54	15	34	2
h. Music studios	43	14	37	9	46	7	36	6
i. Audio-visual equipment	68	22	27	2	59	15	31	1
j. Health-Clinic	46	17	35	15	40	10	28	17

\* For complete explanation of code see p. 146.

The above table, giving a somewhat different analysis of the use of physical resources, again indicates that an overwhelming majority of teacher education institutions use urban schools for student teaching. It speaks well for the kinds of experiences intending teachers are afforded that in many colleges such resources of the school plant as the library, the playground, the auditorium, the gymnasium, and audio-visual aids equipment are utilized.

Criteria used in the selection of off-campus facilities are reported in Table 32. The use of off-campus facilities involves two major problems. The first is a careful study of the philosophy of the school or agency, its implementation of that philosophy in the curriculum design and activities, and the qualifications and attitude of its staff toward the guidance of professional laboratory experiences. The second has to do with co-operative arrangements which will provide for the college certain controls in the laboratory situation that are basic to meeting the needs of the professional program. Both areas call for extended and careful study of off-campus facilities before they are used. Table 32 suggests



TABLE 32. *Criteria Governing Selection of Off-Campus Facilities*

Criteria	Number of Responses	
	Elementary	Secondary
The following criteria govern the selection of off-campus facilities:		
1. Educational point of view and philosophy of the school	57	44
2. Teachers having qualifications comparable to those working in the on-campus school	48	38
3. Teachers able to supervise student teaching and induct student teachers	66	54
4. Attitude of administration and staff toward induction of student teachers	59	51
5. Distance from the college	59	44
6. Size of classes	35	15
7. Equipment and instructional materials available	56	44

that many of the schools responding to the questionnaire give consideration to these factors.

In order to make the best use of off-campus facilities, it is wise to have carefully-worked-out agreements with responsible agents in the centers to be used. This ensures mutual understanding of the part to be played by both parties to the agreement. A helpful example of one such agreement is the contractual arrangement entered into by a university and the city public schools.<sup>5</sup> The contract covers the following matters and methods of procedure:

#### A. Administrative control

The executive administration of this agreement shall lie with the Superintendent of the Public Schools and the Dean of the College of Education or such persons as may be designated by them or either of them as their representatives. In the case of delegation of executive power or responsibility to other than the individuals named above, the information of that fact shall be made a matter of written record and transmitted to all whose work is affected thereby.

#### B. Informal observation of educational work

Informal observation designates the practice of observing teaching and other educational activities as these are normally carried out in the schools. It excludes all work connected with practice teaching, demonstration teaching, and experimentation.

University of Minnesota, Minneapolis.

Informal observation in public schools by students and others connected with the University will be governed by the following rules of practice:

1. Fields available

Facilities for informal observation are available in the following fields:

- Instruction in art and industrial arts
- Activities in the six-grade elementary school
- Activities in the secondary schools
- Activities in the senior high school library
- Teaching of home economics
- Teaching in kindergarten and nursery schools
- Teaching of music
- Teaching of physical education (boys)
- Teaching of physical education (girls)
- Teaching of special class pupils
- Teaching of commercial subjects
- Administration and supervision of instruction in any of the fields above mentioned

2. Procedure

- a. It will be expected that college students will visit classes in the public schools as a part of their college work only upon the definite assignment by their instructors and approval of the Superintendent of Schools.

C. Student Teaching

It is understood that the term "student teaching" shall refer to the teaching and related activity of students registered in the College of Education or pursuing work in education as graduate students. Students may undertake such work in the public schools only upon definite assignment in the manner to be described later.

1. Fields of work

The fields of work in which practice teaching may be undertaken shall be as follows:

- Instruction in art and industrial arts
- Activities in the six-grade elementary school
- Activities in the secondary schools
- Activities in the senior high school library
- Teaching of home economics
- Teaching in kindergarten and nursery schools
- Teaching of music
- Teaching of physical education (boys)
- Teaching of physical education (girls)
- Teaching of special class pupils
- Teaching of commercial subjects

Administration and supervision of instruction in any of the fields above mentioned

## 2. Procedure

The Board of Education will accept approved students of the College of Education and shall definitely assign them to practice teaching and related activities which will facilitate their training. It shall be understood that during their period of assignment, such students shall be definitely under the control and direction of the professional staff of the public schools.

## 3. Supervising teachers—salary and qualifications

The Board of Regents agrees to pay a stipend, the amount to be determined in the individual case of each appointee, to certain selected instructors in the public schools who shall assume responsibility for the proper guidance and training of the University students while they are so assigned. This stipend shall be in addition to the salaries which such teachers already receive from the Board of Education.

The teachers and other officers in the public schools who shall become responsible for directing the work of student teachers as here described shall be called supervising teachers. It will be understood that from the date of the adoption of this supplementary agreement the stipend to be paid by the Board of Regents to supervising teachers in the Public Schools shall be according to the following schedule:

- a. The stipend for a critic teacher will be based upon the student teaching load. There will be three classifications depending upon experience in this type of work:

- (1) Teachers without experience as critics will be paid \$— per student teacher per quarter or \$— per student teacher for the academic year.
- (2) Critic teachers with one year of experience will be paid \$— per student teacher per quarter or \$— per student teacher for the academic year.
- (3) Critic teachers with two years of experience will be paid \$— per student teacher per quarter or \$— per student teacher for the academic year.

One student teacher per quarter will be defined as one student teacher for one class period daily for the equivalent of one University quarter. There will be no extra compensation for conferences, clinics or other activities demanding the time of the critic teacher in carrying out student teaching obligations. The above stipends are in addition to what the teacher normally would receive from the public schools.

#### 4. Conferences for supervising teachers

The Dean of the College of Education may call conferences for supervising teachers at a time convenient to the officials of the public schools. There will not be more than three of such conferences during any single year.

#### D. Demonstration teaching

Demonstration teaching is understood to mean an exercise by a teacher and class for the purpose of setting forth by example a designated method of classroom procedure. Such teaching is conducted for observation by a group.

##### 1. Fields of work

Demonstration teaching may be conducted in any of the fields of work given under the designated list for student teaching. Persons appointed for demonstration work shall be called demonstration teachers or demonstration principals.

#### E. Demonstration School

When facilities for demonstration teaching are available in a single school for a number of classes or for several varieties of school work, such a school may, by agreement, be designated a demonstration school for University students. The desirable conditions for the creation of a demonstration school shall be as follows:

1. Suitable location
2. Adequate building facilities
3. Qualified staff
4. Sufficient enrollment

The principal of a demonstration school will be a person of satisfactory experience who also possesses the training which qualifies him to manage and direct the work of a demonstration school. He will be informed concerning the standard educational procedures in the field in which his school is intended to function and familiar with recent progress in that field. Since he will be responsible for the administrative direction of demonstration teaching, his qualifications will be more extensive than those generally required of a principal, and he will be able to discuss demonstration procedures with those who observe them.

The staff of the demonstration school will likewise be persons particularly qualified by training and experience for demonstration teaching.

#### F. University teaching

When supervising teachers or demonstration teachers or principals are qualified for University teaching they may be appointed for such service as a part of the total service they render to the public schools and to the University.

## G. Method of appointment

1. Contracts with critic teachers are made by the quarter and are terminable at the end of any University quarter.
2. Any instructor or other school officer appointed to a position under this agreement shall be so appointed by the joint action of the Board of Education and the Board of Regents.

## H. Salary

The salary of any instructor or other school officers appointed under this agreement shall be fixed in reference to his qualifications by the joint action of the Board of Education and the Board of Regents.

## I. Effect of agreement

At the time that this agreement becomes effective, all previous agreements between the Board of Regents of the University and the Board of Education of the City relative to cooperative activities shall be abrogated.

This agreement shall be in effect from the date of the signing of this contract.

(SIGNED) .....	Comptroller	.....	Date
(SIGNED) .....	Superintendent of Schools	.....	Date

The above contract is not presented here to illustrate the ideal in contractual arrangements between colleges and public schools. It is intended to call attention to certain features, such as:

1. Authority and responsibility are specifically assigned.
2. The nature of activities to be carried on in the schools is defined.
3. Procedures to be used are clarified.
4. Financial obligations are made explicit.
5. Mutual obligations are clearly outlined.

These features may be compared with practices regarding control of off-campus student teaching in the member institutions as summarized in Table 33.

**USING COMMUNITY RESOURCES.**—It has been indicated that not all professional laboratory experiences can be provided through the medium of the school, that many must be had in the community itself. Two kinds of community experiences are important—those which help the student gain better understanding of children in general and of the particular children with whom he may be working at the time; and those which aid the student in comprehending the role of the teacher as a professional worker and as a citizen in a community. To provide

TABLE 33. *Types of Control in Cooperating Public Schools*

Nature of Control	Number of Responses	
	Elementary	Secondary
Types of control of off-campus student teaching in cooperating public schools or agencies:		
1. No control	11	9
2. Approve local selection of laboratory teachers	35	28
3. Select and approve laboratory teachers	34	25
4. College pays _____	part 49	part 31
all, part, none	none 12	
of salaries of laboratory teachers		
5. Laboratory teachers recognized as members of college faculty	31	27
6. College shares responsibility for guidance of laboratory school program	37	26
7. Superintendent or principal of cooperating school is selected by college	12	7
8. College pays local school board directly for privileges of using local facilities or provides compensating services	18	15
9. College provides additional equipment and teaching materials	25	15

such experiences, facilities must be available in the community: welfare and service agencies and groups organized for other purposes. That such community experiences are available, however, is not enough. A college should set up a cooperative program with selected agencies and make provision for their use in the total teacher education program.

Data revealing the use of community resources in the teacher education programs of member institutions are presented in Table 34.

TABLE 34. *Use of Community Resources*

Community Resources	Number of Responses							
	Elementary				Secondary			
	U	G	M	N*	U	G	M	N
Community resources used:								
1. Summer camps	4	2	17	50	2	2	18	44
2. Playground and recreational centers	14	12	31	55	12	9	28	29
3. Organized youth groups—Y's, Scouts	15	8	38	30	10	8	30	25
4. Sunday schools	7	4	36	39	4	4	27	35
5. Organized youth-serving—agencies courts, welfare homes and agencies, clinics	7	5	25	34	5	4	24	26

\* For complete explanation of code see p. 146.

Table 34 paints a dark picture as far as one important feature of professional laboratory experiences is concerned. Community re-

sources are utilized to a very small degree. What might be done in this direction is well illustrated by an example from one member institution described in detail on earlier pages.\*

#### CONCLUSIONS AND NEEDED EXPERIMENTATION

Experimental study of any one of the several aspects of professional laboratory experiences involves some consideration of facilities needed to implement the desired practices. At times the problem is one of making maximum functional use of the facilities available. At other times facilities, both human and material, must be reviewed with a view to making definite change. Whichever problem is focal, consideration needs to be given to such concepts as those that follow:

1. That *facilities must always be viewed with reference to the goals to be achieved*. Facilities are essentially "service tools" and their worth and the use to which they are put can be judged only in terms of the purposes which they are to serve.
2. That *the relative contribution of so-called college instructors and laboratory teachers should be characterized by a difference in kind rather than in quality or degree*. The development of professional laboratory experiences is a cooperative enterprise for which all members of the staff of a teachers college have some responsibility. The particular contribution of the laboratory teacher is that of a child specialist and master teacher whose competence in this area is applied to a range of instructional situations and fields. The particular contribution of the college instructor is depth of knowledge and understanding of one or more content areas viewed in the light of their significance for the teacher as citizen and guide of children, youth, and adults. No status barriers should be permitted to grow up among staff members because of differences in remuneration, rank, faculty privilege, or particular areas of instruction.
3. That *the instructional load of all staff members should be planned to include activities with students in laboratory situations*. Not only should the load of each staff member be adjusted to make it possible to include professional laboratory activities, but those activities should be considered as a regular part of the instructor's teaching load. To limit the recognized teaching load to classes met

\* University of Wisconsin, Madison.

or clock hours of class instruction does not provide for the basic point of view of this report.

4. That direct contact with the range of activities of today's teacher *requires the use of non-school as well as school facilities*. Educational findings pointing to the influence of the child's home and community backgrounds upon his school needs and reactions, to the part the school must play in the community if basic social change is to take place, to the part the teacher can take as a community citizen, all indicate the need for direct contact with a range of community agencies and situations.
5. That the needed depth of understanding of learners and of work of the school in our society *requires contact with a wide range of school situations*. No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, with different major educational philosophies, with basic patterns of administrative organization. No one school can provide all of the laboratory experiences for the entire student body. The needed facilities will vary among institutions. In some cases needed professional laboratory experiences can only be met through the use of the campus school and its community and off-campus schools and community agencies. In other cases, where there is no campus school, all facilities will need to be developed in the local school system. In either of these cases some colleges will find that their needs are best met by developing laboratory centers—selected schools in the local community that can be developed cooperatively by the college and the local school system. In still other cases, the college may extend the range and number of its so-called campus schools, to include schools of different types that are college-controlled.
6. That *the nature and extent of professional laboratory experiences provided in the pre-service teacher education program can be substantially improved without additional financing*. The acceptance of a changing philosophy and the increasing broader role of the teacher in society by the teachers college staff will do much toward making more effective the total program. The extension of laboratory facilities in keeping with this philosophy, the extension of responsibility for the guidance of students in professional laboratory experiences and the recognition of the part college teachers may play, are possible in many situations without



increasing the cost of this part of the program. In many situations important aspects of present facilities are not now utilized, such as the experiences afforded by faculty meetings, the school library, curriculum committees, the work of the school nurse, parent contacts. Utilization of other resources in addition to school facilities—club groups, Scouts, museum centers, playground, camps, little theater groups can be accomplished in many communities without additional allocation of funds for this purpose. The chief readjustment in using such facilities as these may be one of faculty time and the use of direct experiences in the place of a program made up largely of reading, discussion, and varied paper and pencil activities. In many situations the public schools afford valuable laboratory experiences. Cooperative development of such centers may entail additional expenditures, but this can be done without undue proportional expense in the budget.

The primary concern of the committee and of others engaged in attempts to improve the program for intending teachers is that of providing an enriched and broadened program consistent with the function of teachers and the teaching profession at large in a democratic society. Much can be done toward achieving this goal by a careful study and rethinking of (1) the uses of present laboratory facilities and (2) the extension of facilities to include potentially valuable resources in the community.

Whatever the plan for developing needed human and physical facilities the focal point governing decisions made must be the goals sought. Each plan or proposal must be viewed in the light of its contribution to those goals.

## CHAPTER IX

### RECOMMENDATIONS OF THE COMMITTEE

**W**HAT part should professional laboratory experiences play in the education of "teachers for our times"? This question became central in the thinking of the committee as it studied data submitted by member institutions of the American Association of Teachers Colleges, discussed programs and plans with representatives of colleges attending regional conferences, advised with individual members of the American Association of Teachers Colleges and the Association for Student Teaching, reviewed experimentation in this area, and critically analyzed studies bearing on the role of the school in society and on the nature of learning. The following pages report the answers to this question emerging from the committee's study and outline the committee's recommendations for the development of a functional program of professional laboratory experiences.

#### DEMOCRATIC VALUES AND THE NATURE OF LEARNING A GUIDE TO PROFESSIONAL LABORATORY EXPERIENCES

Democracy as a way of life rests upon the ability of individuals to *act on thinking*. Not alone what an individual knows, but his ability to focus his knowledge in meeting situations and solving problems is the real criterion of the effective citizen in a democracy. The need for action based upon thought takes on added significance in a changing society where science, invention, and creativity make fixed and patterned behavior ineffective. The import of these demands of our society for education is indicated by Dewey. "Education for an atomic age must make the individual more intelligent, more alert, more discriminating, more critical and more aware of what is going on in the world. We must develop men and women who will refuse to take their thinking ready-made from an intellectual department store. Education should not be a retreat into the past on the one hand, nor the mere furnishing of technical tools on the other. It should wake people up and teach them to think."<sup>1</sup>

The implication of these demands for the education of the teacher

<sup>1</sup> Benjamin Fine, "Education in Review: John Dewey at 88 Holds that Attracting the Best Minds to Teaching is a Major Problem." *New York Times*, October 19, 1947.

is equally clear from the standpoint of social values and from the findings regarding the nature of learning. In terms of the former, the teacher, as individual and citizen, must be a person who can act-on-thinking. In terms of what is known about the way learning takes place, the teacher can no longer effectively function according to a specific method or pattern. Learners are individuals, to be understood and guided with reference to individual needs and competencies. Communities vary and means for bringing about effective home-school relations in one situation may be hopelessly non-functional in another. Only as teachers are able to sense situations, to select, plan, carry forward, and evaluate experiences—only as they act-on-thinking—will the learning experiences of children and youth be functional, will these experiences help to develop individuals who in turn are able to base action upon thought. All too well known are the cases of beginning teachers who, lacking this ability, have developed parent meetings in the same manner as those held at the laboratory school although parental backgrounds were totally different, have tried immediately to use the “activity method” in its every detail with learners who know only the method of following the textbook, or have insisted upon a standard of achievement reached by groups of quite different basic abilities. The negative learnings and tragic experiences for both learners and teacher are only too well known.

Children and youth who are to grow in power to act-on-thinking must have teachers who provide them with many and varied opportunities to think and to carry out action based upon thought. Teachers who are to guide and help them in that process must be persons who themselves have learned to act-on-thinking. Ability to act on reasoned conviction is taught as truly as is the ability to read. This means *a program of professional education where growth in ability to act-on-thinking and to guide others in developing this ability are central.*

Individuals who act on thought base their action upon the *meaning* the situation has for them and upon *their purposes*. These are the two factors pointed to in studies in the fields of psychology and human growth and development as fundamental in any effective learning situation. The individual learns from a situation only that which he accepts and incorporates into his living. What he accepts and incorporates depends upon the meaning the situation has for him in terms of his purposes. What meanings has the curriculum of the teachers college had for the intending teacher?

The dichotomy between current educational discussion and the

activities carried on in our schools is evidence that the students already graduated from our teachers colleges either have gained meanings other than those intended or lack the ability to implement ideas in action. The number of today's teachers who are "lost" when the textbook does not deal with the area of concern to children, who literally follow the course of study with little or no regard for the given group of learners, who are unable to answer intelligently the questions of parents regarding present educational practices, who teach by pattern rather than educational concept or principle suggests that "great numbers of students, bright as well as dull, who have 'taken' courses have succeeded only in acquiring fragments of information, without any substantial competence in the given area."<sup>2</sup> The lip service given to such problems as intercultural relations, labor relations, and ethical values without corresponding and consistent action suggests that the education of many citizens has fallen far short of the needs and demands of a democratic way of life. Clearly in these areas thought is not translated into action.

Without doubt many factors have operated to bring about this condition, among them poor teaching—teaching made ineffective because of failure to apply what is known about the way learning takes place. Studies of the students attending professional schools for teachers suggest that many have little or no background of experience to understand the concepts being developed both in the general and in the strictly professional aspects of the program. In fact, many of their past experiences both within and without the school have conditioned them against the basic ideas essential to their professional preparation—having contacts with organized subjects of study rather than situations of daily living, following the plan of action proposed by teachers rather than sharing in the selection and development of experiences, recalling discussions in a text rather than knowing resources and their use in finding the solution to a situation faced, depending upon evaluation by those responsible rather than growing in self-evaluation, mastering facts rather than using facts and trends to understand the here and now. There is obvious need for firsthand experience to give meaning to ideas and to develop functional understanding that goes beyond verbalization. This need applies both to academic and professional courses. What does it really mean to provide for individual

<sup>2</sup> Jersild, A. T. *Child Development and the Curriculum*. Bureau of Publications, Teachers College, Columbia University, New York City, 1946. p. 229.

differences among learners? What is meant by the activity concept, by "learning to do by doing"? What does it take to implement the idea of pupil-teacher cooperative planning? What really is involved in improving health conditions in a community; how does one interpret opposing positions regarding housing restrictions in the local community? What does it mean to secure cooperation in the control of natural resources? To develop the ability to act-on-thinking regarding such concepts demands a program of teacher education in which *professional laboratory experiences are a resource turned to by students and instructors to give meaning to ideas and to help the learner more clearly see the implementation of those ideas.*

Two other qualities are necessary to ensure that experiences build toward the desired learning. The first has to do with the learner having a share in cooperatively setting up the learning experience. Only as the learner is active in the learning process, offering suggestions for the development of the work and sharing his ideas with his fellows, can the college teacher be at all sure of the meaning that the learning experience has for the student. The meaning a situation has for the learner depends upon his purposes, and those guiding the learning process must come to know those purposes. Motives such as the desire to succeed, to graduate, to be well recommended for a position, to satisfy intellectual curiosity, can undoubtedly be used as a basis for much student activity. But the college student trying to learn something for which he sees only such an extrinsic need may be contented with an accumulation of facts for their own sake or with the use of skills and understandings only in situations where his instructors demand them. The student in the English class who prepares a "perfect" composition but sees no need to check his spelling for written work in other areas, the high scholarship student in the social studies who is unable to carry on adequate conversation regarding current social problems, the student who waits for the last day of student teaching so that he will no longer have to make out daily plans, are typical examples. What has meaning in situations like these is to meet requirements set up or to gain approval or personal satisfactions, not the functional use of the direct content being taught. While the student may learn something of what is intended, his more lasting learnings may be increased ability to memorize, negative attitudes toward education, willingness to follow directions, and in some cases even intellectual dishonesty. Certainly he learns little of how to plan for

himself, how to bring about change in a situation, how to contribute to group thinking and study, how to use past experiences in meeting new situations.

Learning which does not provide for growth in abilities such as these falls far short of the demands of a society that requires the individual to exercise judgment in making decisions, to act-on-thinking. Only as learners share in planning does the instructor gain the insight into their purposes which makes it possible to give guidance at the point at which it is needed and in the way that it will make the desired difference in subsequent action. This means *professional laboratory experiences which students have a share in selecting, for which they see some need in their plan of work, and from which emerge new needs and new purposes that give direction to next steps in the college program.*

A second quality necessary to ensure that experiences result in the desired learning is opportunity to test ideas in action. When the emphasis is upon the ability of the individual to act-on-thinking, learning about things is only a small part of the educative process. There must be contact with and participation in varied situations so that the learner and those who guide him can evaluate his ability to function effectively. This means increased emphasis upon firsthand experiences with persons and things. No longer can learning be conceived as essentially verbal in character. The findings of psychology as well as the practical experiences of everyday events show that verbal formulations divorced from a living sense of reality and apart from ongoing activities cannot be relied upon to come into play in the control of subsequent life experiences. Only as the student participates in varied situations can he and those who are guiding him know what meaning cooperative planning with learners has for him, what he sees as effective relations with parents, or how he conceives of the work of the teacher in the community. This means *professional laboratory experiences which provide opportunities for the student to evaluate his ability to function effectively in the range of activities of the teacher of today.*

#### THE RESULTING CONCEPT OF PROFESSIONAL LABORATORY EXPERIENCES

As the group attending the School for Executives at Chautauqua, New York in 1946, indicated, the time is at hand for rethinking the program of professional education and applying the best we know about social needs and the way learning takes place. Doing these makes it evi-

dent that direct contacts with teaching-learning situations cannot and should not be limited to a course in student teaching. Rather than a course, there is need for a series of laboratory experiences extending over the period of college work and designed to help the student to participate in and study the major activities of today's teacher. Teachers and children at work in school and in the community are a resource to be turned to by the intending teacher in the same manner as the library is now used. So conceived, laboratory experiences provide:

1. An opportunity to implement basic concepts and ideas discussed in college classes—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application;
2. A field of activity which, through raising questions and problems, helps the student to see his needs (both personal and professional) and to outline experiences which should be included in his further study; and
3. An opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

The first two of these purposes call for laboratory experiences as an integral part of education courses and of professionally-treated content courses. In fact, such laboratory experiences may well be a part of academic courses whose content, while directed toward the student as individual and citizen, is used professionally by the teacher of children and youth. The third purpose suggests a period of intensive, continuous work with a given group of learners in which the student carries major responsibility for the learning process. Such a period also contributes to the first two purposes and may well be provided through a separate course, known as student teaching. Although the student teaching period contributes to all three purposes, it cannot take the place of the more diversified laboratory experiences extending throughout the period of college study. Such experiences are needed as integral parts of course work to give functional meaning to ideas discussed and concepts developed. Nor can laboratory activities developed in connection with college classes replace the more intensive work with a given pupil group. Both are needed in the program of professional education of teachers. As the following definitions suggest, "professional laboratory experiences" is the more inclusive term of which student teaching is a part.

*Professional laboratory experiences* include all those contacts with children, youth, and adults (through observation, participation, and

teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

*Student teaching* is the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

#### IMPLEMENTING THE CONCEPT OF PROFESSIONAL LABORATORY EXPERIENCES

Obviously there is no set of exact standards that would implement the foregoing concepts equally well in all professional schools for teachers. First and foremost, laboratory experiences must be adjusted to the needs and abilities of the individual students of the college. Individual differences among students in any given institution call for differences in the nature and amount of such experiences. Further, the background of experience of the students admitted to a given college may require professional laboratory experiences qualitatively and quantitatively different from those needed by the students enrolled in another institution. The number of students to be served at any given time also affects where the needed experiences will be secured and the range and extent of facilities to be used. Still further, both the facilities needed and the nature of the experiences will be conditioned by the answer made by each college as to the services to be rendered to alumni and to teachers in the service area. The amount and the kinds of professional laboratory experiences to be included in the program of a teachers college must be determined in the light of the purposes to be served by such experiences, the needs of the individual students being served, and the overall design of the college curriculum. The following are offered as guides in making such a study and in arriving at decisions regarding the nature and kind of professional laboratory experiences basic to the program of a given institution.

#### *The Place of Laboratory Experiences in the College Curriculum*

The need for direct experience to give meaning to ideas and to develop functional understanding that leads beyond verbalization to the ability to implement ideas in action applies equally at all levels of maturity. The nature of the student's preceding experiences in a given area, rather than the age of the learner or his position on the educational ladder, is the criterion for determining the amount and place of direct experience needed. Direct *laboratory experiences*, therefore, *should be an integral part of the work of each of the four years of college*. This concept is best realized when:



1. Laboratory experiences prior to student teaching are integrated with other parts of the college program. The student derives more from his laboratory contacts prior to student teaching when they grow out of and are brought back to his work in college courses than when they comprise a separate and independent series of guided experiences.
2. There is flexibility in planning for laboratory experiences as class work develops rather than advanced scheduling of laboratory experiences for a semester. This is necessary if provision is to be made, in the selection of laboratory experiences, for the needs of individual students and for student participation in the development of class work.
3. The intensive period of work, known as student teaching, occurs at that point in the professional sequence when the student is *ready* to assume, under guidance, a growing share of the responsibility for guiding the experiences of a group of learners. Readiness is an individual matter. While growth patterns of the college student working in the field of the professional education of teachers are discernible, recognition of individual differences means that not all students will enter upon the work in student teaching at the same point in the professional sequence. (For most students this period will come during the third college year. Exact placement is contingent upon the ability of the student and the nature of laboratory experiences previously engaged in.) Readiness is conditioned by such factors as the student's sensitivity to problems and factors affecting a teaching-learning situation, his understanding of major aspects of child growth and development, his ability to become acquainted with and study the needs, interests, and abilities of a given group of learners, and his understanding of how to apply basic principles governing guidance of the learning process. These factors of readiness should be viewed in terms of development to the point where the student can profitably extend his competencies in these areas by assuming greater responsibility for guiding the activities of a group of learners over a consecutive period of weeks. Student teaching must be viewed as a significant learning period for the student and not as an experience to which the student brings fixed competencies of the beginning teacher.
4. Provision is made for laboratory experiences following student

teaching: (a) to permit students to do more intensive work in areas of special interest or competence; (b) to make it possible to strengthen shortage areas; (c) to help students gain a new overview of the larger school situation and to study the interrelationships of its various parts. The nature and extent of laboratory experiences at this point will vary greatly in terms of the needs of the individual student. For some the work will be largely observation, for others direct teaching; for some there will be many short contacts, for others an extended period of work in a single situation; for some the experiences will be largely within the school situation, for others chiefly in the community; for some a definite emphasis will be placed upon laboratory contacts, for others laboratory contacts will be an occasional resource.

5. Laboratory experiences which are essentially observation (with little or no opportunity for participation by the student) take on new functional value as a laboratory experience following student teaching. Having been engaged recently in teaching activities the student now has an experience background to aid in understanding the work observed. He is likewise able to reflect the work observed against his experience background and to select and make his own those qualities of the work observed which are appropriate to his educational point of view.

#### *Nature of Professional Laboratory Experiences*

If the student is to build an action-picture of the role of the teacher in public education there must be opportunity to share in the major activities of the teacher both within and without the classroom. This includes seeing the work of the individual teacher in relation to the work of the school as a whole. It means the study of pupil and community backgrounds as a basis for improving the educational program; it means the study of the responsibilities of the teacher and of the work of the school in sharing in and bringing about change in community activities. The professional programs should be so designed as to afford *opportunity for responsible participation in all of the major activities of today's teacher*. This concept will be implemented most fully when:

1. Provision is made for the variety of experiences needed to help the student form convictions as to the role of the teacher in the

school and the community, understand children and youth of varied socio-economic backgrounds and of varied abilities, develop competence in working with children, parents, colleagues, community agencies.

2. The particular contribution of the period of student teaching is to help the student see the major aspects of the teacher's work *as a whole* and to feel the interrelationships among the various aspects when he is the active agent in the process.
3. Provision is made for some full-time student teaching. While the student may have experience with the range of activities of the teacher through diversified laboratory experiences prior to student teaching, it is only through a full-time period of student teaching that the student can see these activities in relationship in a single setting and test his ability to develop them in relationship.
4. The needs of the individual student dictate the particular activities, within each major area, to be engaged in and the sequence of those activities. Individual differences among students do not allow for an exact allocation of experiences.
5. The activities engaged in are those inherent in the particular laboratory situation and their development is in terms of the needs apparent in the given situation. Laboratory experiences, however important for the college student, which are different from those that would normally be carried on with the given group of learners provide a spurious type of learning experience for both children and college student.
6. The internship, as a part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers. Chief among the purposes to be kept in mind by colleges having an opportunity to develop an internship program are: (a) to provide continuity between pre-service and in-service education; (b) to provide gradual induction as a member of a school staff with part supervision by those who know the beginning teacher; (c) to guarantee more effective placement for work; (d) to afford the college opportunity to study the effectiveness of its work and make needed curricular modifications.

### *Assignment to and Length of Laboratory Experiences*

Where the student should engage in the various types of laboratory experiences and how long he should continue his work in each situation are other problems facing those responsible for the guidance of this phase of the student's program. Answers to these problems are conditioned by the needs of the student, the degree to which the given experience can contribute to those needs, and the student's rate of growth. *Both assignment to and length of time spent in a given situation or type of laboratory experience will vary with individuals. Each contact should be long enough to help the student achieve the purposes for which he entered upon the experience.* This concept is most completely realized when:

1. The assignment to a particular laboratory situation is based upon the relationship between (a) the needs, interests, and abilities of the individual and (b) the characteristics and opportunities of the given situation, and (c) the needs, interests, and abilities of the children. Consideration of the program for each individual student should include attention to personality, the kind of professional work anticipated, and indicated professional competence and need. In reviewing the characteristics of the laboratory situation such items as the following must be considered:
  - a. The group of children or youth. Is this projected assignment in the best interests of the children?
  - b. The laboratory teacher. What is the ability of this teacher to give the particular type of guidance needed by the student? Is such an appointment advisable in terms of the supervisor's total load—teaching load, committee responsibilities, health factors?
  - c. The program of the group and the school. Are the normal interests and activities of the group those which provide the needed experiences for the given student?
2. The length of each professional laboratory experience is flexible in terms of the best interests of the student. This includes consideration of the needs of the individual student, his rate of growth, whether his needs can best be met during the present period or through later contacts in other situations, as well as the opportunities provided in the given situation to meet the *changing* needs of the student.

3. Provision is made for continuity in the study of a given laboratory situation. Really to understand a situation, to be intelligently active about it, and to note change and how it came about calls for something more than scattered laboratory contacts. Other things being equal, fewer laboratory contacts studied in their various aspects and really understood are to be preferred to a larger number that are partial and not continued long enough really to achieve the purposes for which they are designed. The length of time spent in a given situation or type of laboratory experience will vary with individuals and their stage of development as well as with the nature and complexity of the particular experience.
4. The full-time period of student teaching is sufficiently long to see and study the growth of learners resulting from the guidance given. There is need for each student to stay with at least one laboratory situation for a period sufficiently long to see how activities develop and learnings are extended and horizons widened.
5. Withdrawal from a laboratory situation is made with consideration for the nature of the particular activities the student is developing with children. A contact should be terminated with regard for the best interests of the children and at the point where withdrawal can be satisfying to the student himself.
6. The number of different laboratory contacts is varied to meet the needs of individual students. What and how many contacts are needed by a student is contingent upon opportunities in a given situation to meet the needs of the student for contact with (a) the scope of the teacher's work in the school and the community, (b) pupils of different socio-economic backgrounds, abilities, and maturity levels, and (c) different curriculum patterns and administrative organization.

### *Guidance of Laboratory Experiences*

The quality of the professional laboratory experience is as important as the range of experiences, if not more so. Quality of experience is conditioned in large part by the guidance given as the student engages in the particular experience. The quality and nature of the guidance given become especially important when fixed patterns and

prescribed regulations are replaced by the demands of individual needs and concern for individual differences among students. *Guidance* of professional laboratory experiences should at all times be in terms of *basic educational principles rather than patterns*. Guidance should demonstrate the principles which those guiding the student recommend that he use in working with children and youth. This concept will be realized most completely when:

1. The student has a vital and growing part in the guidance of his professional laboratory experiences. Only as the student shares in setting up plans can those who guide him know his reactions and be able to use them in developing plans. Further, as the student shares in developing plans for his own guidance he has firsthand experience with the guidance process, he can see its effect upon himself, and thereby gain in his understanding of what is involved in this process as he guides children and youth.
2. Guidance of professional laboratory experiences is directed toward helping the student generalize from experiences and thus develop a set of educational principles. Underlying concepts and basic principles, rather than patterns and fixed ways of responding, give the student and the teacher the power needed to meet changing conditions in the laboratory situation and the quite different factors in teaching situations to be met "on the job." While a specific way of working must be developed with reference to a particular teaching-learning situation, the plan itself should be based upon recognized educational principles. The plan or pattern is important only as it effectively carries out accepted principles governing the teaching-learning process. It is the principles, not the pattern, that the young teacher can take to the new situation to which he goes. To realize the same goals, a very different pattern may be called for in the new setting.
3. Evaluation of growth in meeting and dealing with laboratory situations (1) is a continuous process (an integral part of the learning process rather than a separate activity engaged in periodically), and (2) is in terms of the student's ability to use basic generalizations in meeting new situations. As a continuous process, evaluation takes place when assignments are made to laboratory experiences, as the student reacts to those experiences both

verbally and through participation, as the student and his advisers make plans for "next steps," and in a host of other ways leading in some colleges to evaluation during the internship period. Throughout, evaluation is based upon study and analysis by the staff, cooperatively with the student, of anecdotal and other types of descriptive records of specific reactions to situations.

### *Guidance a Cooperative Responsibility*

If professional laboratory experiences are to be an integral part of the college program—and this is necessary if the major purposes of testing theory in action and of sensing needs and problems are to be realized—the *guidance* of these experiences must be *the joint responsibility of the laboratory teacher and the college representative most closely associated with the student's activities in the laboratory situation*. Only as laboratory and college teachers work together will the student be helped to see the interrelationships between laboratory experiences and other college activities and will learning experiences be re-enforced. Only as college and laboratory teachers coordinate their efforts will the conflicts that interfere with learning be avoided. Implementation of this concept is approached when:

1. Assignments to laboratory experiences are made cooperatively by those persons who are most fully acquainted, on the one hand, with the student and his needs and, on the other, with the needs and opportunities in the laboratory situation. Usually these persons are the student's college adviser, the student himself, and the director of laboratory experiences who brings knowledge of the work of the various laboratory groups and the over-all program of the laboratory center.
2. Data relative to the needs, abilities, and background of experience of the student are shared with the laboratory teacher prior to the student's work in the laboratory situation. This may be through conference, a special report, or making student cumulative records easily accessible.
3. Conferences and other channels of communication between laboratory and college teachers are easily available throughout the several years of college. These, both with and without the student participating, would include consideration of such items as selection of laboratory experiences, evaluation of student progress

and growth, determination of needed additional contacts, advisement regarding teaching problems in a given laboratory situation, understanding of the respective philosophies and educational points of view of laboratory and college teachers.

4. Both college and laboratory teachers share in the supervision of laboratory experiences. Each has a definite contribution to make to the growth and development of the student—the college teacher in helping implement ideas developed in college courses, in building upon the student's particular abilities and background of experience, and in turn modifying his own teaching and the college curriculum in terms of the needs shown by students at work in laboratory situations; the laboratory teacher in giving guidance based upon an intimate knowledge of a particular teaching-learning situation, a depth of understanding of child development, and the competencies of a master teacher of children.

#### *Facilities Needed to Implement the Program of Laboratory Experiences*

Facilities must always be viewed with reference to the goals to be achieved. They are essentially "service tools" and their worth and the use to which they are to be put can be judged only in terms of that which they are to serve. Obviously there are no set or exact facilities that would be equally desirable for all professional schools for teachers. The number of college students to be served, the specific curriculum design, the nature and availability of educational resources in the given community, are all factors that condition decisions regarding the scope and nature of needed laboratory facilities. There is need for *laboratory facilities sufficiently extensive to provide for each student contact with normal situations; varied enough to provide contacts with different pupil groups, curriculum and administrative organizations; and located for student convenience and staff accessibility.* Ordinarily needs in this area can best be served when:

1. One or more college-controlled schools are available for use in connection with laboratory experiences related to a school and its community. Control refers to such relations with the college as to permit a reasonable influence by the college over policies relating to selection of staff and to procedures in curriculum development. In general, this school (or schools) should be a "representative" school in the sense of having a non-selected group



of children or youth and having a definite community setting; having a staff of able teachers qualified to guide laboratory experiences; having a program that is dynamic and forward looking; being one in which the staff, the administration, and the community are willing to cooperate in making the school a situation serving the dual function of providing the best possible program for children and of providing desirable experiences for prospective teachers. In some cases this will mean a college-owned campus laboratory school, in others an off-campus school or schools developed cooperatively by the college and the local school system, in still others a combination of campus and off-campus facilities.

2. A range of other school situations is available. No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, with different major educational philosophies, with varied types of instructional materials, with different patterns of administrative organization. No one school can provide the suggested range of laboratory experiences for a large student body. Schools or particular situations within a school would be selected for the differentiating philosophy, curriculum design, administrative organization, and community setting presented. Like the college-controlled situations named above, these schools must be staffed by teachers qualified to help students study the particular point of view or organization, to see what is involved in its implementation, and to analyze critically its effects upon children, teachers, and the community.
3. Non-school educational agencies are available for use cooperatively by the college. Understanding children and youth means seeing them in a variety of situations, recognizing the place of the school in the community, and understanding its role in relation to other educational agencies. Only through direct contact with a range of community agencies and situations can such understanding be developed. Initiative in the supervision of the student's work in these agencies must be taken by the college representatives. The staffs of the agencies can make a direct contribution to the student's thinking but would not be expected to have the same qualifications for the guidance of laboratory experiences as the teachers named in items 1 and 2 above.
4. The extent of the foregoing facilities is such that (a) each student

has contact with varied types of school and community situations, (b) the student can continue in a situation for the period of time that the experience has learning value for him, and (c) his experiences in the situation are consistent with those inherent in the given setting. This means that facilities will be such that the student's experience will be in keeping with the characteristics of the given situation (number of children, nature and extent of instructional materials, and the like) rather than being changed to meet the demands of a given number of students. For example, class groups will not be divided to accommodate a given or growing number of college students. Nor will the length of laboratory contacts be conditioned by the number of students to be provided for. Rather, with increased college enrollments steps will be taken to extend laboratory facilities.

5. Each laboratory teacher qualifies as a child specialist, a master teacher of children, and a master teacher in guiding another into the art of teaching through studying and participating in teaching-learning situations. It is not enough that the laboratory teacher who is responsible for guiding the experiences of the college student be a master teacher in working with children. He must be equally competent in his understanding of the college student and in his ability to guide that student in working with children. His is a dual role of working directly with children and with the college student; of working in the best interests of children through guiding the activities of the college student.
6. The relative contribution of college instructors and laboratory teachers is recognized as differing in kind rather than in quality or degree. The close coordination of the college program and laboratory activities indicates that responsibility for developing the curriculum of college-controlled laboratory schools should be shared by the entire college faculty; that provision for planning the unique function of laboratory experiences in the college program should be made jointly by college and laboratory teachers. The laboratory teacher who carries major responsibilities for guiding the college student should be a regular member of the college faculty. No status barriers should be permitted to grow up among staff members because of differences in remuneration, rank, faculty privilege.
7. The instructional load of all staff members (laboratory teachers

and teachers of college classes) should be adjusted to provide for the including of activities with students in laboratory situations. Not only should the load of each staff member be adjusted to make it possible to include professional laboratory activities, but those activities should be considered a regular part of the teaching load. To limit the recognized teaching load to classes met or clock hours of class instruction does not provide for the basic point of view of this report.

*In Conclusion.* The foregoing suggestions for implementing the point of view of this study are presented as items clustering around six major concepts. That they are parts of an integral whole is suggested by the cross references to like items under the several headings. This is as it should be, for the art of teaching is a mosaic made up of many parts. Each part has a definite role to play and each part is judged in terms of the contribution it makes to the whole or overall design. So with the various aspects of laboratory experiences and with laboratory experiences as an integral part of the total program of teacher education. Each has a part to play and that part must be seen in the light of the total design of the curriculum of the teachers college. It is suggested that all of the resources available for giving prospective teachers contacts with children, youth, and adults constitute a laboratory which

*is an integrating center* for professional experiences,  
*used by all* concerned with the professional education of teachers,  
*used in differing degrees* and amounts by different individuals,  
*used over long periods of time*, and  
*providing active contact* with the varied responsibilities of the teacher.



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